DOCUMENT RESUME

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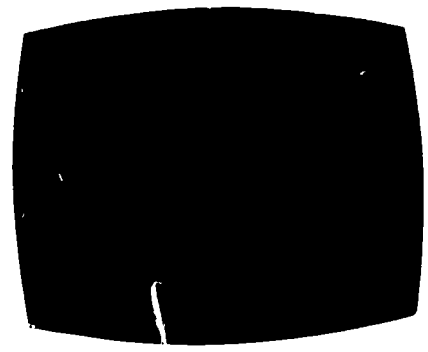
Identifiers-Ford Foundation Kinescopes

The Great Plains National Instructional Television Library provides for the acquisition, storage, duplication, and distribution of videotaped instructional materials, and for the annual publication of this catalog. In addition to giving information on prices, acquisition, and previewing policies, the catalog describes and outlines each telecourse. Synopses are offered over a wide range of subjects in the categories of elementary and junior high telecourses, secondary and adult telecourses, utilization and inservice materials, and college telecourses. (TI)



RECORDED TELEVISION COURSES

Elementary

Secondary

Adult

College

Utilization

In-Service

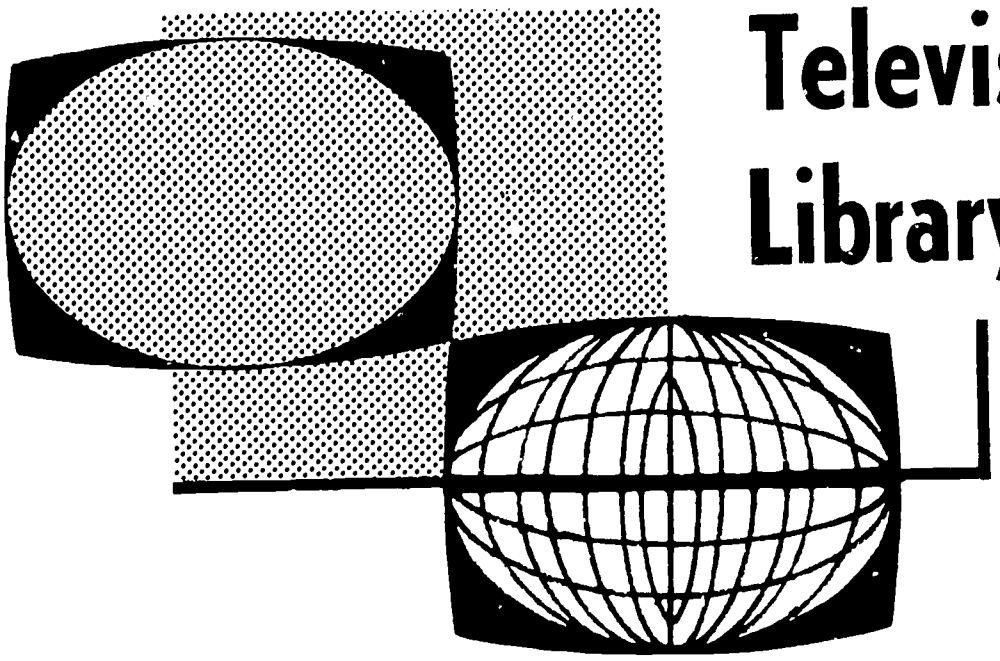
Great Plains National Instructional Television Library

The 1969 Catalog of

RECORDED TELEVISION COURSES

available from

Great Plains National Instructional Television Library



University of Nebraska
Lincoln, Nebraska 68508

Area Code 402
432-3081 or 432-3637

Great Plains National Instructional Television Library

UNIVERSITY OF NEBRASKA
LINCOLN, NEBRASKA 68508

AREA CODE 402
432-3637

Dear Colleague:

May we offer a most sincere welcome to the pages of our 1969 CATALOG OF RECORDED TELEVISION COURSES!

As in years past, this publication will give you a comprehensive look at the Great Plains National offering -- telecourses for the elementary, junior high, secondary, college and adult academic levels . . . and a wealth of helpful utilization and in-service materials.

If you are one who regularly refers to this catalog, you will probably note the addition this year of several new telecourses and utilization offerings. This is in line with the Library's effort to bring in wanted and pertinent material -- material that is both in demand and is representative of the needs of American education. This new material is stimulating and exciting. We invite your investigation of it.

May we also point to the proven validity of materials distributed by Great Plains National. Dr. Kenneth E. Oberholtzer, chairman of GPNITL's Policy Board, pointed out in these pages last year that the Great Plains course re-use rate has ranged from 95 to 99 per cent over the years of the Library's existence. We are happy to report that these significant statistics continue to hold and, in so doing, perhaps most graphically indicate the strength and usefulness of Great Plains materials.

The basic purpose of the Library is to provide for the acquisition, storage, duplication and distribution of videotaped instructional materials . . . and to make them accessible for use, through a leasing arrangement, by state, local, private and public educational agencies for use in elementary, secondary schools and institutions of higher learning.

We at Great Plains Library are indeed proud of its evolution from a Federally-financed experimental project in 1962 . . . to a completely self-sufficient and on-going educational operation. It has all been made possible, of course, by those in education who have found and effectively used the innovative tools of televised instruction.

Again -- we welcome you . . . and offer our services.

Sincerely,

Paul H. Schupbach

Paul H. Schupbach
Director

The Great Plains National Instructional Television Library

1969 Catalog of Recorded Television Courses

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The GREAT PLAINS

PAUL H. SCHUPBACH

Director

Boats . . . fish . . . ducks. Mention these in Paul Schupbach's presence and his eyes take on a weekend glaze. Though he's either chained to his desk or belted to a jet seat during the week, when Friday falls it's back to nature—weather or season permitting—for Boss Schupbach. His fondness for the out-of-doors is rooted in Paul's early years when, as a small-town boy, he soaked up the sun and sniffed the sweet zephyrs of southern Nebraska. Paul became a Lincolnite in the 1930s. There he graduated from high school and was summoned twice by Uncle Sam for Army tours in Europe (World War II) and Korea. Between conflicts he took his B.A. in speech from the University of Nebraska and broke into the southeast Nebraska radio field. Northwestern University granted him an M.A. in 1950. Teaching stints at the University of Nebraska and Creighton University in Omaha followed . . . as did several years of commercial television production experience in Lincoln. Paul spent seven years as public relations and publicity chief for the Nebraska State Education Association before assuming the directorship of the fledgling Great Plains Library in 1962. Since then he has guided the Library from its beginnings as a Federally-funded experiment to its present status as a vibrant, on-going and fully self-supporting organization.

—A Brief and Informal Look a

STAFF PROFILE . . .

L. TRACY CLEMENT

Associate Director

A well-traveled gent with such a well-stocked mental file of information and answers that it would make the Encyclopedia Brittanica hang its covers in shame and head back to the forest. That's Tracy Clement, GPNITL's genial Associate Director, who has been a part of the Great Plains action almost from the beginning. He and Director Schupbach are both members of the 100,000-mile flying club. Tracy brought a fine and varied background of experience in communications and education to his Great Plains post. Raised in a small Kansas town, he took his B.A. in mathematics from Ottawa (Kansas) University in 1937. Then followed several years of secondary school teaching and a World War II tour of duty in the Navy. Tracy also owned a film library and audio-visual business in Kansas City, Mo., for a number of years. He took his M.Ed. in educational administration from the University of Nebraska in 1960 and, prior to joining the Great Plains Library in 1962, was audio-visual coordinator at University High School in Lincoln. How does this busy man relax? Photography is his hobby . . . and, desirous of keeping in touch with the classroom, he also manages to work a bit of college level teaching into his schedule—as well as plugging away on his doctorate.

he Library's Professional Personnel—

PAUL E. FEW

Operations Coordinator

Keeping GPNITL's nuts and bolts firmly secured . . . and feeding oil at the proper time to its hard-working motor. That's the job of Paul Few, Great Plains National's Operations Coordinator, who oversees the ever-growing traffic in video tape and teacher guides—GPNITL's vital stock-in-trade. Poul is also heavily involved in the continuing and demanding rounds of business affairs and decisions connected with the operation of the Library. A Kansas City, Mo., native, his experience credentials were a "perfect fit" for the Great Plains post he assumed in 1964. He took his B.A. in business education from Drake University (Des Moines, Iowa) in 1960. While at Drake, Paul served as student assistant to the director of audio-visual instruction and garnered a good number of credit hours in the A-V field. His interest in audio-visual instruction grew from part-time toiling in the business while still attending high school in Kansas City. After graduation from Drake, he entered the world of retailing. Paul was the manager of a Lincoln business firm prior to joining the Library. A great deal of his leisure time is devoted to youth work at his church. Paul accompanied youth groups on two summertime work trips in recent years to the church's missic areas on the island of Jamaica.

MILTON E. HOFFMAN

Programming Counselor

Many years of experience as a classroom teacher and as both on- and off- camera talent in commercial television are the high qualifications Milt Hoffman brought to Great Plains when he joined the Library in 1965 as a Programming Counselor. The position has provided Milt with a rich opportunity to combine experience from the two fields into a meaningful and rewarding occupation. A Nebraska native, Milt was snatched by the Army after graduating from Lincoln High School in the mid-1940s. On his return, he took a B.A. from the University of Nebraska. Then followed his classroom years at Scottsbluff, Nebr., where he taught speech and drama. His Scottsbluff students still hold the record for knocking down top forensic and dramatic honors at Nebraska's annual All-State Fine Arts competition. Milt was also responsible for the formation of a Community Theatre organization in Scottsbluff. His television experience came at a commercial station in Hastings, Nebr., where he was an announcer and later production manager. During his off-hours he again established a Community Theatre. Though drama continues to be one of his great loves, Milt sadly admits that work commitments and trav ow leave him little time to indulge. In his spare moments, he enjoys collecting and refurbishing old furniture and art ojects—and putting his green thumb to good use around the yard.

W. T. (BILL) SEMRAD

Programming Counselor

If anyone in education cares to relate some stories of the wonders and woes of the classroom and/or school administration, chances are that Bill Semrad can match, or possibly one-up, with a tale of his own—a tale drawn from his more than 30 years of experience as an administrator, classroom teacher and close associate of education in Nebraska. Before joining Great Plains National as a Programming Counselor in August 1967, Bill held school superintendencies at Beaver Crossing and Clarkson, Nebr., and served as Colfax County (Nebr.) Superintendent for a number of years. He took both his Bachelors and Masters Degrees (the Masters in school administration) from the University of Nebraska. His experience folio includes several years of classroom teaching in schools of the Cornhusker State—from the one-room rural situation . . . through the secondary level operation. Bill also spent a number of years directing field service activities for the Nebraska State Education Association. A Nebraska native, Bill sprang from a region of the state known as the "Bohemian Alps." His Czech heritage is reflected in his love of polkas and kolaches. Bill's hobbies?? Well, he likes to noodle around on his old Conn trumpet . . . and he has had considerable success in cultivating tomatoes in the dead of winter.

KATHRYN M. CALVIN

Programming Counselor

Her office walls are graced with artwork and maps—the art a reflection of her keen interest in color and design . . . the maps to guide her as she plans GPNITL work trips. Programming Counselor Kathy Calvin, however, is no stranger to travel. Both professionally and personally, she has seen a great deal of these United States and points south and east. Kathy was a four-year scholarship student at Northwestern University, where she took her undergraduate degree in 1962. Her major field of study was English. She was awarded a Masters Degree from the University of Kansas in January 1968 and joined the Great Plains staff the following month. Kathy brought a bundle of classroom teaching experience to her GPNITL job—at Evanston (Ill.) Township High School, Pine Hill School in Sherborn, Mass., Highline High School in Seattle, Wash., and as an English assistant at the University of Kansas. Vacation jaunts have taken her to the Caribbean Islands, England, France, Germany, Switzerland, Italy, Austria, Belgium and the Netherlands. Though travel has taken her all over the compass, Kathy's roots are still in mid-America. She was born in Chicago and spent her high school years in Kansas City.

RICHARD L. SPENCE

Information Coordinator

"Getting the word out" has been the prime duty of Dick Spence since July 1966 when he joined Great Plains National as Information Coordinator. During that time he's been concerned with production of the annual catalog, the monthly newsletter, news releases and various informational pieces on Great Plains services. Dick also compiles and edits material used in the printing of the many Library-produced teacher guides. His information-dissemination abilities come naturally, for he was born into a longtime Nebraska newspapering family. Dick, however, experienced a two-year media switch in the mid-1950s when Army duty found him involved in motion picture production work at the Signal Corps Pictorial Center in New York City. Returning to the Midlands, he took his B.A. in journalism from Creighton University at Omaha in 1959. Then followed a term as editor of a semi-weekly newspaper in central Nebraska . . . before joining the Library. Though he virtually "blinds" himself during working hours by casting his blinkers over reams of reading and writing . . . Dick finds his greatest off-duty relaxation in—you guessed it—books and UFO-seeking.

GENERAL INFORMATION

on services offered by the

Great Plains National Instructional Television Library

INCLUDING: *Lease-Cost Structure for Telecourses, Definitions, Previewing Policies, Teacher's Guide Price List, Purchase Materials Available, Basic Ordering Information, Quantity Orders for Informational Material . . . and Special ITV Materials—Ford Foundation Kinescopes, the ITV Humanities Project . . . and Showcase Presentations*

PRICING LIST (Lease-Cost Structure) for GPNITL TELECOURSE MATERIALS

The distribution plan of the Library provides for an individual, freshly-duplicated recording of each lesson for each user of a course. Charges are based on the actual cost of producing a recording. Variables which influence the total cost of a course are: (1) the number and length of lessons; (2) the number of transmission points from which the signal is telecast; (3) the total span of time during which all telecasts of a single lesson occur, and (4) the factor of whether the user supplies the video tape or whether the Library leases the use of the tape to the user. For the basis of calculation, the following table gives the per-lesson cost, based on one or two points of transmission, provided all replays of each lesson are within a 7-day period, with the user supplying the video tape for the duplicate recording:

15-minute lessons — $45.00 per lesson
20-minute lessons — 50.00 per lesson
30-minute lessons — 55.00 per lesson
45-minute lessons — 64.50 per lesson

Total cost of a course, then, is the product of the per-lesson cost times the number of lessons used. (Tape transportation charges are in addition to the above costs.)

If the user wishes to renew the right to use the series during a subsequent semester or subsequent year, the cost for this renewal 7-day use period is reduced (providing all recordings have been retained by the user). The renewal costs are as follows:

15-minute lessons — $32.50 per lesson
20-minute lessons — 32.00 per lesson
30-minute lessons — 37.00 per lesson
45-minute lessons — 39.50 per lesson

Total cost for the renewal use period is, again, the product of per-lesson cost times the number of lessons used. No transportation costs are involved, of course.

The Library has an alternate plan whereby the use of the tape for a one-week period is provided to the user. Each user still gets a new duplicate recording, thus assuring the best quality recording possible from the original master and eliminating the dangers of improper replay techniques of a previous user which might result in partial erasure or physical damage, or of delayed shipment by the previous user. The per-lesson cost under this basis, still assuming the one or two points of transmission with all replays of each lesson being carried within a 7-day period, is as follows:

15-minute lessons — $50.00 per lesson
20-minute lessons — 55.00 per lesson
30-minute lessons — 60.00 per lesson
45-minute lessons — 69.50 per lesson

The total cost of a course is the product of the per-lesson cost times the number of lessons used. Under this plan, there is no reduction in cost for renewal of the use period. Library-owned tape used for this plan is insured at the Library's expense, both while in transit and while in the user's possession. The only additional cost is the parcel post charges for the return of the tape after each week's use.

Quotations will gladly be provided for conditions other than those provided for above—for multiple station networks, for extended replay privileges, or for longer lesson lengths. The number of viewers —actual or potential—has no effect on the rate charges. There is no price differential for quadruplex or helical scan recordings or for open or closed circuit, VHF, UHF, or 2500 MHz systems. These charges and conditions have remained stable since 1962. It is not anticipated that adjustments will be made. However, in the unlikely event that changes become necessary, advance notice will be given.

(November 1968)

DEFINITIONS

Terms used in ascertaining fees for use and transmission of material obtained from the Great Plains National Instructional Television Library are defined below:

Telecast

The transmission of video and audio signals by electronic means whereby such signals are subsequently viewed on a television receiver or television monitor. Said transmission may be accomplished by means of an open circuit VHF or UHF television station, 2500 MHz system, an intra- or inter-building closed circuit system, community antenna system, cable system, or any combination of the above.

Use Period

The elapsed time in which all programs contracted for in the series are telecast, provided no single program shall be telecast on more than seven consecutive days starting with the date of the first telecast of that lesson. Each seven-day period or fraction thereof beyond shall constitute an additional use period.

The above definition applies only to the use of material which is a part of a recorded instructional television course. Policies and conditions governing use of other materials in this catalog are noted individually as they apply.

The license for telecast for one use period under any one of the following conditions:

a) One point of origination for a community antenna system, cable system, intra- or inter-building closed circuit system, or other closed circuit system.

b) One, but not more than three, electronically interconnected open circuit VHF/UHF television stations. Each additional three interconnected stations (or fraction thereof) shall constitute an additional contract use for the purpose of determining fees.

c) One, but not more than two, open circuit VHF/UHF television stations under the same ownership or control where no electronic interconnection exists and where tapes are physically moved from one location to another for the purpose of additional telecasts. Each additional two stations (or fraction thereof) shall constitute an additional contract use for the purpose of determining fees.

d) One 2500 MHz television system.

Each of the above classifications shall constitute a contract use as designated and shall be cumulative when in combination, except that community antenna, cable systems, closed circuit systems, and 2500 MHz systems may carry the signal when received from an open circuit television station where written permission has been granted by said television station for the above mentioned operations to carry programming emanating from said station.

PREVIEWING POLICIES

All telecourses offered at the elementary, secondary and college levels by the Great Plains Library may be previewed by interested educational institutions. There is no obligation or cost connected with this service . . . save for return postage of the material to the Library.

Those desiring previews have a choice of two media—standard two-inch quadruplex video tape . . . or kinescope. The video tape previews—for reasons of practical economics—are available on this "no charge" basis ONLY on the quad tape configuration. The potential user should understand, however, that if the telecourse is leased it can be duplicated to major video tape configurations as desired by the user.

Kinescope previews may be played on any 16 mm sound motion picture projector. Though kinescope previews are provided by the Library to broaden previewing possibilities and facilitate scheduling, the user should be aware of some technical quality loss always present in such transferral.

The potential user should also be aware of the fact that only randomly-selected lessons from the telecourses are available for previewing purposes. Only these pre-selected previews are available on a "no charge" basis . . . this arrangement again made necessary by economic considerations.

At times, the demand for previews of a certain course is so high that the initial scheduling date of the user cannot be honored. With this in mind, please list at least two alternate dates when requesting previews. Notification and confirmation of the scheduled date will be acknowledged by mail from the Library.

Previewing privileges are not available on certain of the material outlined in the "Utilization, In-Service" section of this catalog. Please refer to this section for specific details.

Another note on "economics": Preview requests or other shipments which have to be made at other than normal surface rates—due to late request of the user—will be shipped at user's cost.

TEACHER'S GUIDE PRICE LIST

	PER COPY
ADVENTURES IN SCIENCE (30 lessons, $1.35)	$1.75
AMERICANS ALL	1.00
AMERICANS FROM AFRICA: A HISTORY	TBA
APPROACHING POETRY	.30
AROUND THE CORNER	TBA
ART ABOUT US	2.00
ASTRONOMY FOR THE GIFTED	*
BILL MARTIN	2.00
CHILDREN'S LITERATURE	.65
COMMUNICATIONS & EDUCATION (Study Guide)	1.00**
CULTURAL UNDERSTANDINGS	.50
EARTH AND SPACE SCIENCE	2.50
ENGLISH COMPOSITION (Jr. High)	.45
ENRICHMENT PROGRAMS (Viewer's Guide)	1.00
GEOGRAPHY	.50
GEOGRAPHY FOR THE GIFTED	*
HABLO ESPANOL	2.00
HABLO MAS ESPANOL	*****
JUST CURIOUS	TBA
JUST WONDERING	2.25
LAND AND SEA	.35
LANGUAGE CORNER	.75
LANGUAGE LANE	.75
LET'S EXPLORE SCIENCE	.65
MAGIC OF WORDS	.50
MATHEMATICS 1 through 6 (Six Grade Levels)	Each $ .70

	PER COPY
MATHEMATICS FOR THE GIFTED	*
MODERN GENERAL MATH FOR PARENTS—Jr. & Sr. High School (Viewer's Guide and Workbook—Combined)	1.50
NEIGHBORHOOD EXPLORERS	.45
NEW DIMENSIONS IN SCIENCE	1.75
OFFICE CAREER TRAINING	***
OUR CHANGING COMMUNITY	1.75
PEACEFUL USES OF NUCLEAR ENERGY	.60
PLACES IN THE NEWS	.30
PROGRAMED INTRODUCTION TO ECONOMIC ANALYSIS (Two Study Guides)	****
QUEST FOR THE BEST	.75
RAILS WEST	.65
SCIENCE ROOM	1.00
SEARCH FOR SCIENCE	.85
SOUNDS LIKE MAGIC	1.35
SOUNDS TO SAY	.50
SPORTSMANLIKE DRIVING (Guide Only, Not Text)	1.00
TIME FOR ART	2.00
TIME FOR MUSIC	TBA
TV HIGH SCHOOL	***
TV SHORTHAND	***
WEATHER AND MAN (Study Outline)	.25
WORD MAGIC	.40
WORLD OF SCIENCE (30 lessons, $1.35)	1.75

*Student Project Books for ASTRONOMY, GEOGRAPHY and MATHEMATICS FOR THE GIFTED telecourses cost $1.75, $1.50 and $1.00 (per copy), respectively. Teachers' guides are provided without charge (one guide for each order of ten or less project books). Quantity discounts are available. Complete pricing information can be obtained, and books and guides may be ordered, from: UNIVERSITY OF ILLINOIS PRESS, URBANA, ILLINOIS 61803.

**There are special quantity rates on the COMMUNICATIONS & EDUCATION guide: 1-50 copies @ $1.00; 51-500 copies @ 90¢; and above 500 copies @ 85¢. Great Plains assumes shipping charges if sent at normal surface rates.

***Home Study Kits are available from the following address: Name of Course, Box 310, Grand Central Post Office, New York, N. Y. 10017 . . . at the following per kit prices—OFFICE CAREER TRAINING ($15); TV HIGH SCHOOL ($12.50); and TV SHORTHAND ($15).

****Great Plains will not handle distribution of the PROGRAMED INTRODUCTION TO ECONOMIC ANALYSIS guides. They are available at $3 (Part I) and about $1.50 (Part II) from: Stipes Publishing Co., 10 Chester Street, Champaign, Illinois 61820. Please contact the Stipes Co. for information on its 10 per cent professional and quantity bookstore discount rates.

*****Great Plains National is presently making arrangements for reproduction of this guide at a substantially lower cost than in the past. Please contact the Library for additional information.

Study Guides (at $1.00 per copy, plus shipping) for all CHICAGO TV COLLEGE telecourses may be ordered directly from: Chicago TV College, 5400 North St. Louis Avenue, Chicago, Ill. 60625.

Certain of the guides distributed by Great Plains National may be faced with a customized cover per desire of the using institution. A minimum order of 350 guides (of a single title) and a six-weeks-in-advance delivery date request are the basic requirements for this service. Please contact the library for more specifics.

(NOVEMBER 1968)

REQUIRED INFORMATION FROM THE USER

If your institution, after evaluative previewing and discussion, decides to use a telecourse from Great Plains National . . . a certain amount of basic information is needed by the Library at ordering time.

Relaying of this information (outlined below) at that time will expedite service from Great Plains Library:

- ☆ Name and full address of agency entering into use-agreement
- ☆ Title of the telecourse
- ☆ Telecast schedule (program numbers and dates)
- ☆ Medium to be used (user tape, lease tape from Library, or other)
- ☆ Make and model of video tape recorder to be used . . . and recording speed
- ☆ Name and title of person placing the order
- ☆ Quantity of teacher or study guides needed
- ☆ Billing information (address, number of copies needed, etc.)
- ☆ Shipping address
- ☆ Special shipping instructions (material will be shipped parcel post unless otherwise indicated)

QUANTITY ORDERS FOR CATALOGS, NEWSLETTER REPRINTS

Due to the rather extreme costs involved in the production of our annual catalog, requests for the book in quantities of 10 or more will be filled at cost (about 50 cents per book).

Newsletter reprint requests in quantities of over 100 copies will be furnished at cost (about $5 per 100). Quantity reprints of other materials will also be furnished at cost. Contact Great Plains Library for specific quotations.

In all above-noted cases, if shipment of the material is requested at other than the standard surface rate, postage charges will be assessed the requester.

PURCHASE MATERIALS

Though the bulk of material offered by Great Plains Library is available on a lease basis only, there are some exceptions. They are noted below:

In the "Utilization, In-Service" section of the catalog—CHANNELS TO LEARNING, TV IN THE CLASSROOM (kinescope), THE STUDIO TEACHER, ENRICHMENT PROGRAMS FOR INTELLECTUALLY GIFTED STUDENTS, TELEVISION IN YOUR CLASSROOM (sound, film strip), TELEVISION TECHNIQUES FOR TEACHERS—and in the "Secondary and Adult Levels" section—SPORTSMANLIKE DRIVING.

Please refer to these sections for specific details.

SOME SPECIAL ITV MATERIALS

. . . distributed by Great Plains National

THE FORD FOUNDATION KINESCOPES

comprise an historically significant collection of kinescope recordings embracing a wide cross-section of the instructional television utilization spectrum. The kinescopes were produced between 1958 and 1963 and collected through the Ford Foundation's National Program for the Use of Television in Public Schools. The material, whose circulation had formerly been quite limited, has been used to widen the reach and understanding of ITV utilization and to supplement conventional teacher training programs. The kinescoped programs are particularly valuable in that they show a wide range of techniques employed by various teachers. **A complete listing of the nearly-100 kinescopes and information on their use may be obtained by contacting Great Plains National.** There is a $10 service fee due the library for the seven-day use of each reel. The fee covers handling, shipping and cleaning. Basic restrictions governing the use of the kinescopes: they CANNOT be televised in any manner . . . but must be privately screened on a non-commercial basis for demonstration purposes only. The material can be screened ONLY within the United States.

An illustration from THE SPADE AND THE CHISEL is shown to production consultant Dows Dunham and assistant Thalia Kennedy (left) by its creator, Mrs. Patricia Barnard.

THE ITV HUMANITIES PROJECT

was mounted in 1967 as a competitive endeavor to stimulate the imaginative vitality of workers in the ITV field. The contest results were kinescopes of pilot programs of the five, first-place winning series. Basic objective of the competition, conducted by the National Endowment for the Humanities and its administrative organization—the WGBH Educational Foundation of Boston, Mass., was to search for future patterns of ITV production using the interdisciplinary approach to the Humanities . . . in presentations tailored for the secondary level of education. The titles of the programs and their creators: A SEARCH, by Warren B. Buford Jr.,; A JOURNEY IS A PERSON IN ITSELF, by John Malcolm; FRANK LESLIE'S ILLUSTRATED NEWSPAPER, by Rick Krepela; THE SPADE AND THE CHISEL, by Patricia Barnard; and MAN'S ABILITY TO SEARCH AND REASON, by Martin Fass. In addition to the kinescopes, Great Plains National also makes available copies of the ITV Humanities Project Final Report, wherein is explained the complete workings of the Project, including steps taken and resources plumbed during production of each of the five programs. **Please contact Great Plains National for more complete information.** There is a $10 service fee due the Library for the seven-day use of each reel. This fee covers handling, shipping and cleaning. The printed Final Report, which accompanies each kinescope reel, may be retained by the user.

SHOWCASE

An opportunity for broadcasters to study award-winning television and radio programs . . .

That's what will be afforded producers, directors, writers and teachers of broadcast early in 1969 when Great Plains National announces its SHOWCASE project.

This initial SHOWCASE collection (the project is planned on a continuing basis) will be comprised of more than thirty winners of the 1967 and 1968 competition sponsored by the Institute for Education by Radio-Television (IERT) at Ohio State University. The awards—the educational broadcasting industry's equivalent of Hollywood's Oscars—are presented annually to both radio and television programs in educational, informational and public affairs categories.

This first SHOWCASE project will be made possible through the cooperation of the IERT's governing officials and many of the award-winning producers who provided master tapes of their winning efforts.

Great Plains National is aware of several other award competitions now being conducted for the producers of educational television and radio programs. GPNITL invites these contest officials to submit their prize-winning programs for inclusion in SHOWCASE in succeeding years. Please contact Great Plains Library Programming Counselor Kathryn Calvin.

SHOWCASE programs will be made available on quadruplex video tape (television) and single track audio tape (radio). Due to the study nature of this SHOWCASE project, the tapes CANNOT be broadcast in any manner . . . or re-recorded. Great Plains will assess a $10 service charge for each video tape used . . . and a $1 service charge for each audio tape —allowing for a Monday-Friday use period. The service fees will cover shipping and handling expenses and help provide funds for maintaining the project on a continuing basis.

Watch for a formal announcement of the SHOWCASE project from Great Plains National.

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ELEMENTARY AND JUNIOR HIGH COURSE INDEX

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ALPHABETIZED INDEX

of All Materials Currently Offered

by

Great Plains National Instructional Television Library

RECORDED INSTRUCTIONAL TELEVISION COURSES for the ELEMENTARY & JR. HIGH LEVELS

All Telecourses Outlined in This Section of the Catalog are Available for Lease on Either Standard Quadruplex or Helical Scan Video Tape Configurations (Please Refer to Last Page of This Catalog).

PREVIEWS OF THIS MATERIAL ARE AVAILABLE ONLY ON QUADRUPLEX VIDEO TAPE OR KINESCOPE.

TIME FOR MUSIC

Thirty, 15-minute lessons (for Grade 1)

This telecourse, produced by the Central Virginia Educational Television Corporation at WCVE-TV in Richmond, is designed to enlarge the musical understanding, awareness and enjoyment of first grade children.

Prime objective of the series is to provide varied activities in singing, listening, moving and the study of fundamentals . . . so that each child will come to more fully appreciate music and learn to use it more discriminately in his daily living.

Television teacher Betty Hamilton attended Lynchburg (Va.) College where she received a Bachelor of Arts degree with majors in music and sociology. She has also engaged in graduate work in music education at Northwestern University.

Upon graduation from college, Mrs. Hamilton served for three years as minister of music at College Hill Baptist Church in Lynchburg. Since that time she has taught public school music in Norwalk, Conn., Mount Vernon, N.Y., and Henrico County, Va.

A flair for musical composition prompted Mrs. Hamilton to write many of the songs taught in the lessons of TIME FOR MUSIC. These songs, part of a rapidly growing collection of children's music entitled "Music Directions," are printed in the teacher's guide that accompanies the telecourse. TIME FOR MUSIC is an enrichment experience designed to supplement the normal ongoing music education schedule of the viewing classroom. The lessons are arranged in a seasonal-holiday pattern (see Outline of Course).

TV TEACHER BETTY HAMILTON

OUTLINE OF THE COURSE: Lesson numbers, titles and elements of emphasis in each lesson—

1. **HANDS, HANDS**—Singing . . . Feeling the beat . . . Tone matching
2. **COME CLEAN**—Singing . . . Feeling the beat . . . Tone matching
3. **TRAVEL ALONG**—Singing . . . Feeling the beat . . . Playing sand blocks
4. **THREES, PLEASE**—Music in threes
5. **COME TO THE FAIR**—High and low . . . Feeling the beat
6. **FRIENDS**—Moving to music
7. **HALLOWEEN**—Halloween . . . A melodic line . . . Feeling the beat
8. **TREES IN AUTUMN**—Singing . . . Moving
9. **THANKSGIVING**—Thanksgiving . . . A melodic line . . . Feeling the beat in 6/8 time
10. **THREES AGAIN, PLEASE**—Music in threes
11. **CATS AND DOGS**—The scale with numbers . . . Singing, moving and feeling the beat
12. **STRINGS AND STRINGS**—The scale with numbers . . . Dramatizing a song
13. **CHRISTMAS**—Christmas music
14. **SING AND PLAY**—Rhythm instruments-how to make and play them
15. **SNOW FUN**—Feeling the beat-two rhythms at one time
16. **SNOW AGAIN**—Sounds-long and short . . . A melodic line with quarter notes and whole notes
17. **VALENTINES**—Feeling the beat-Walk and skip
18. **FEBRUARY BIRTHDAYS**—Patriotic songs . . . The scale—do, re, mi, fa, so, la, ti, do
19. **LOVE THAT LION**—Singing and listening . . . Simple note reading
20. **FARM FRIENDS**—Singing just for fun
21. **LINES AND SPACES**—The musical staff
22. **SHOES**—High and low . . . The staff
23. **IMPORTANT PEOPLE**—The printed page-a music book
24. **SEEDS AND SILENT THINGS**—Singing and moving . . . Acting out a song . . . Quarter rests
25. **WE LISTEN**—Listening-Harl McDonald's **Children's Symphony**
26. **BIRDS**—Singing . . . Moving . . . Listening
27. **ALONG CAME A SPIDER**—Feeling the beat in a poem . . . Note reading
28. **RHYTHM AND SOUNDS**—Playing rhythm instruments . . . Singing simple rounds
29. **LOOKING BACK**—A review of the basic fundamentals covered during the year
30. **OUR FAVORITES**—Children vote on their favorite songs . . . and sing them

Quadruplex video tapes or a kinescope of typical, representative lessons from TIME FOR MUSIC—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes on request from Great Plains Library. There is no cost (save for return postage on the material) or obligation connected with this previewing service.

Produced by Central Virginia ETV Corp., Richmond, Va., at WCVE-TV

ART ABOUT US

(for Grade 2)
Thirty, 20-minute lessons

(and Teacher Utilization Lesson)

TV TEACHER BRUCE McGHIE

Though especially designed for second graders, this course, with slight modification, can be adapted to other primary levels.

Primary objectives of the course are to produce in the student an appreciation of the processes and intuitions related to artistic expressions, and to foster a spirit of observation on the uses of art in nature . . . thus developing an awareness in the student of the art that surrounds him.

There is a two-fold purpose in this telecourse. The primary purpose is to alert the child to the availability of the materials about him; the second purpose, to aid the teacher in conducting a creative art program on a limited budget.

Users, however, should understand that situations presented in the series do not suggest conformity, either in technique or in the art created. They rather are meant to stimulate students to express their feelings and interpret the environment in which they live.

Teacher Bruce McGhie has experience in rural and city school systems and at the college level. For the past 12 years, he has been art consultant for the Fargo, North Dakota, schools.

An excellent teacher's guide suggests helpful instructional materials to be used in conjunction with the course.

The lesson titles of "Art About Us":

(Teacher Utilization Lesson)

1. **Art About Us**
2. **Mosaics**
3. **Finger Painting**
4. **Monoprinting**
5. **Paper Cutting**
6. **Paper Construction**
7. **Clay**
8. **Print Making 1**
9. **Print Making 2**
10. **Art Appreciation**
11. **Masks**
12. **Guest Artist—Maxine Shanight**
13. **Weaving**
14. **Crayons**
15. **Guest Artist—Adele Ruliffson**
16. **Paper Sculpture**
17. **Chalk**
18. **Guest Artist—Ethel Domesle**
19. **Dioramas**
20. **Letter Cutting**
21. **More Masks**
22. **Yarn Stitchery**
23. **Guest Artist——Orland Rourke**
24. **Color**
25. **A Look in Our Clutter Box**
26. **Puppets**
27. **Let's Weave Again**
28. **Art Appreciation**
29. **Screen Printing**
30. **Art Still About Us**

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced for the North Central Council for School Television, Fargo, N. D., at KFME-TV

TIME FOR ART

(for Grade 4)

Thirty, 20-minute lessons

(and Teacher Utilization Lesson)

To help all children appreciate the universal need for art . . . to provide creative art experiences, fostering the realization that art contributes to the joy and richness of living . . . to develop the student's ability to evaluate his own work and that of others . . . to motivate the creative and cultural tastes of children from disadvantaged homes.

The foregoing are among the objectives of "Time for Art," as stated in the teacher's guide accompanying the course.

Teacher Bruce McGhie suggests that the classroom teacher of "Time for Art" can make valuable use of the television experiences by "seeing that a good elementary art program not only lays the foundation of tomorrow's cultural pattern of our community but also contributes to the development of the individual child's aesthetic value."

"Time for Art" is keyed for the fourth grade curriculum but can be easily modified for use by any of the intermediate grades.

The lesson titles in "Time for Art":

(Teacher Utilization Lesson)

1. **Paper Shapes and Sculpture**
2. **Design With Nature**
3. **Using Powder Paint**
4. **Cutting a Figure**
5. **Papier-Mache**
6. **Clay**
7. **Mobiles**
8. **Creative Weaving**
9. **Make a Book**
10. **Craft 1**
11. **Mosaics**
12. **Decorative Papers**
13. **Handpainting**
14. **Designing**
15. **Appreciation**
16. **Collage**
17. **Masks**
18. **Murals**
19. **Printmaking**
20. **Puppets and Marionettes**
21. **Tie and Dye**
22. **Playing With Paper**
23. **Water Color**
24. **Craft 2**
25. **Let's Draw Trees**
26. **Appreciation**
27. **Creative Stitchery**
28. **Applique, Yarn and Felt**
29. **Silk Screen**
30. **Is There Still "Time for Art"?**

TV TEACHER BRUCE McGHIE

Quadruplex video tapes or a kinescope of a typical lesson from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced for the North Central Council for School Television, Fargo, N. D., at KFME-TV

HABLO ESPANOL

(for Grade 5)
One-hundred, 15-minute lessons

This first course in Spanish is primarily concerned with teaching fifth grade students to understand and speak Spanish. The lessons are planned for three-a-week screenings and are organized in units by subjects. For instance, one block of lessons covers greetings, courtesies and farewells. Another block deals with the family. The student is familiarized with patterns of speech during the telecourse and then, in the 15-minute follow-up period, uses the knowledge in the performance of games, pantomimes and the like.

HABLO MAS ESPANOL

(for Grade 6)
Sixty-four, 15-minute lessons

As in the preceding course, this second-year Spanish series uses the conversational approach along with the introduction of some carefully controlled simple reading and writing exercises. It too follows a 15-minute telecast and 15-minute follow-up format—but lessons are screened on a two-a-week basis.

TV TEACHER FRED MANZANARES

This two-year sequence in Spanish language instruction was developed through a carefully controlled research program in the Denver Public Schools. Through this research were determined practices that produced the highest proficiency in student achievement.

Originally used for the fifth and sixth grades, it should be noted that the series could be equally as effective in any of the upper elementary grades.

The testing periods, which are also administered via television, represent the most advanced thinking in test construction for evaluating foreign language comprehension.

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by the Denver Public Schools at KRMA-TV

GEOGRAPHY

(for Grade 4)
Thirty-four, 20-minute lessons

TV TEACHER JOHN RUGG

The improvement of map and globe skills is only a part of this interesting enrichment course. The pupil is also aided in developing many social understandings by being made aware of the importance of geography in the life of man.

Although keyed to the traditional fourth grade curriculum, other grades can benefit from use of the course since it is not designed to provide a total teaching experience but rather to provide motivation and enrichment for all students consistent with their abilities and interests.

The series is divided into four general areas: General Geographic Concepts, Hot-Wet and Hot-Dry Lands, Highland and Lowland Regions, and The World of Many People.

Instructor John Rugg has been a television teacher in Denver, Colo., for several years. During this time he has taught science, geography, mathematics and history from grades four through six. An established teacher before starting his television work, Mr. Rugg holds a Master's Degree from the University of California at Los Angeles.

Program guests during the Geography 4 series include a Mt. Everest climber, an Eskimo child, a visitor from the country of Lebanon and a world traveler.

A teacher's guide which accompanies the course provides advance information on each lesson—concepts to be explored, vocabulary, class preparation suggestions and tips on follow-up activities.

The lesson titles of "Geography 4":

1. **Our Earth in the Space Age**
2. **Geographical Terms We Should Know**
3. **Looking at the Continents**
4. **Meeting Two People from Two Different Continents**
5. **Exploring the Oceans of the World**
6. **Oceans Work for Us**
7. **Finding Our Way on Earth**
8. **How Maps Are Made**
9. **What Are Deserts Like?**
10. **Contrasting Ways of Living in Deserts**
11. **Living at the Equator**
12. **Rivers and Lakes—Their Importance to Man**
13. **Africa—Land of Contrast**
14. **Indians of the Southwest**
15. **Crossroads of the World—The Near East**
16. **Halfway Around the World to Southeast Asia**
17. **Mountains of the World**
18. **The Highest Mountain in the World—Mt. Everest**
19. **Living in Mountains—Switzerland**
20. **From Our Mountains—Water to Drink**
21. **Lowlands of Europe—The Netherlands**
22. **Life at the Far North**
23. **Can We Live on Antarctica?**
24. **Learning About Early Man**
25. **Super City of Tomorrow—Atlantic Seaboard**
26. **A Visit to an Atlantic Island Group—United Kingdom**
27. **A Visit to a Pacific Island Group—Japan**
28. **From Eastern Europe to the Bering Sea—USSR**
29. **Southern Europe—Past and Present**
30. **Australia—A Continent and a Country**
31. **Food for the World of Many People**
32. **World of Natural Resources**
33. **The Influence of Geography on Transportation**
34. **Why Man Lives Where He Does**

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by the Denver Public Schools at KRMA-TV

Geography for the Gifted

(for Grades 5 or 6)
Twelve, 30-minute lessons

Mathematics for the Gifted

(for Grades 5 or 6)
Twelve, 30-minute lessons

Astronomy for the Gifted

(for Grades 5 or 6)
Twelve, 30-minute lessons

GEOGRAPHY TEACHER
EVERETT G. SMITH JR.

This series of courses was produced through a grant from the Department of Program Development for Gifted Children, State of Illinois, to determine if gifted elementary students could profit intellectually from televised enrichment lessons without an additional burden of preparation and instruction being placed upon a classroom teacher.

The lessons of the geography telecourse are organized around four main ideas: The Idea of the Map; The Idea of Inter-Relationships Among Features That Make Up Our World; The Idea of Man-Made Landscapes; and The Idea of Differences in the Way People Live from Place to Place in the World.

The approach in the course dealing with mathematics is one of discovery. Students are led to their own formulation of mathematical short-cuts and formulae and are even given unsolved problems to ponder. Producers of the course express the hope that the teacher and students "will find this rather unconventional approach to mathematics both stimulating and enjoyable." The lesson titles: (1) Finding Areas by Triangulations; (2) Noting Patterns in a Summary of Results; (3) Exploring New Relationships; (4) A New Area Formula—Pick's Theorem; (5) Putting Pick's Theorem to Work; (6) "Squares" on Lines in a Grid; (7) Comparing Lengths of Lines in a Grid; (8) Pythagorean Theorem; (9) Introduction of Square Numbers; (10) Noting Patterns in Square Numbers; (11) Background for Consideration of Irrational Numbers; and (12) Exploring Problems with Limited Grids.

The first seven lessons in the astronomy course deal with the questions of measuring distance to and size of celestial objects, the emphasis being on not the specific answer to the questions but on the manner in which the answers were ascertained. More exacting comptuations are encouraged in the balance of the lessons.

The courses are designed to present information and concepts in fields not generally explored by elementary school curricula . . . to provide insights into these areas . . . and to act as stimuli to further independent inquiry.

A project book has been developed for each course. Because the students will not be viewing the courses in traditional class situations, these books are designed to supplement and reinforce the concepts taught and to suggest additional projects and activities the student may wish to undertake independently.

Many workbook problems are "programmed," thus leading the student to the correct answer. In some cases, students will work in the books along with the television teacher. Experimentation has indicated that additional classroom teacher participation in preparatory and follow-up activities can enable a less rigorously selected group of students to benefit from the lessons. A packet of material is available to assist teachers who desire to plan such active participation.

A bibliography of books and other materials has been prepared for each series of lessons in the courses.

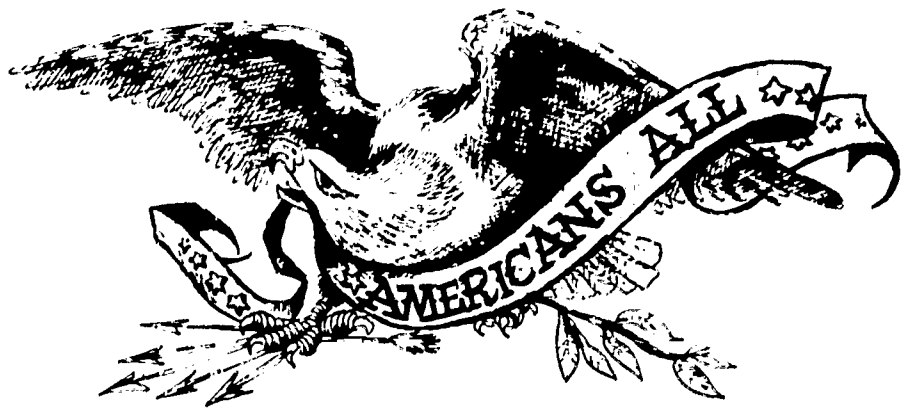
Quad tapes or a kine of typical lessons from the course—and sample copies of the accompanying teacher's guide and other auxiliary material—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from each of the courses are available as a part of this "no obligation" sampling service.

GEOGRAPHY TEACHER: Everett G. Smith, Jr.
MATHEMATICS TEACHERS: Robert and Nancy R. Wirtz
ASTRONOMY TEACHER: Gail Pierce

Produced by the University of Illinois at WILL-TV

AMERICANS ALL

(Grades 4, 5 or 6)
Thirty-one, 20-minute lessons



This is a highly informative and valuable enrichment course to supplement the study of American History in the upper elementary grades.

Using a variety of production techniques, highlights in the lives of outstanding Americans are presented in a manner that adds realism and meaning to them.

Each lesson emphasizes the desirable qualities of leadership, perseverance and personal drive necessary to achieve goals. Though a single pat formula for attaining success seems not to be in evidence, the viewer is shown the importance which the melting pot society of America apparently played in helping the subjects contribute to the strength of the nation.

Every student who is alert to subtle influence will detect that each of the famous subjects used his own particular skills, talents and abilities to become a worthwhile, contributing member of our society.

Each episode is a self-contained program and thus the various lessons can be presented in any sequence necessary to meet the needs of the local curriculum.

A teacher's guide containing helpful suggestions for study and follow-up activities and valuable bibliographies accompanies the course.

The lesson numbers of AMERICANS ALL... and a listing of the renowned personages under study:

1. Roger Williams
2. Thomas Paine
3. Nathan Hale
4. Benjamin Franklin
5. George Washington
6. John Paul Jones
7. Thomas Jefferson
8. Lewis and Clark
9. Eli Whitney
10. Andrew Jackson
11. Emerson and Thoreau
12. Henry Clay
13. Horace Mann
14. Sam Houston
15. Harriet Beecher Stowe
16. Abraham Lincoln
17. Mark Twain
18. Robert E. Lee
19. Clara Barton
20. Kit Carson
21. Samuel Gompers
22. Andrew Carnegie
23. Theodore Roosevelt
24. Jane Addams
25. Thomas Edison
26. Woodrow Wilson
27. Oliver Wendell Holmes Jr.
28. Albert Einstein
29. Franklin Roosevelt
30. Lou Gehrig
31. Ralph Bunche

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER JOHN RUGG

Produced by the Denver Public Schools at KRMA-TV

RAILS WEST

(for Grade 4 through Adult)
Five, 30-minute lessons

The snort of the Iron Horse and its early trips westward over the plains and mountains provide the backdrop for this song and story look at the history of Western America.

The westward push brought both joy and despair for the builders and the men of fortune and agriculture who followed in its wake. This fashioning of a grand American legend along with its memorable events and personages is revived by Dr. Robert N. Manley in this most enjoyable and informative series.

Though historically correct, the programs are heavy in their emphasis of the folklore and culture of early Western America. Dr. Manley captures the moods of these times through sparkling lecture and song. He accompanies himself on the guitar as he relates the plaints, joy and humor of the pioneers as they themselves expressed it through music.

The series captures the excitement of the people of the West who saw a bright future for themselves with the coming of the railroad and attendant industry and development. It tells of the problems encountered in the actual building of the railroad. It separates fact from fancy in regard to the legendary characters who sprang from the big western push. The problems of the homesteaders and the cattlemen receive full attention in one of the programs. The disillusioning days of depression are pondered by Dr. Manley as he explains the reasons for and results of this dark period in the development of the plains farmer. And, finally, the full circle of the railroads' development is discussed—from shiny new to the rusting rails of today.

Because "Rails West" is designed strictly as an enrichment experience, there is a wide range of grade application. Students from the upper elementary grades through the adult level will find educational value in the programs.

Quad tapes or a kine of typical lessons from the course . . . and a sample copy of the accompanying teacher's guide . . . are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER
DR. ROBERT N. MANLEY

The lesson titles of "Rails West":

1. **Manifest Destiny**
2. **West to Promontory**
3. **End of Track**
4. **Nesters and Cattlemen**
5. **The West in Revolt**

Produced by the Nebraska Council for ETV at KUON-TV

PLACES IN THE NEWS

(for Grade 5 and up)
Weekly 20-minute lessons

This award-winning series highlights current world events that have major political, economic, scientific or cultural significance.

But far more than being merely a report of an event, the series relates a person or place in the news to the total world situation. And though the lessons deal with extremely current events, they, in general, have lasting value. The programs may be compared with the weekly "cover story" of the two leading national news magazines.

TV Teacher Norma B. Ramati has wide experience in both the educational and journalistic fields. She took her B.A. in journalism from the University of Pennsylvania and an M.A. in elementary education from Columbia University Teachers College. Miss Ramati has been a general assignment reporter for United Press and an editorial researcher for Esquire and Coronet magazines. While working for Esquire-Coronet she was also engaged in independent research projects in the fields of education, psychiatry and children's literature.

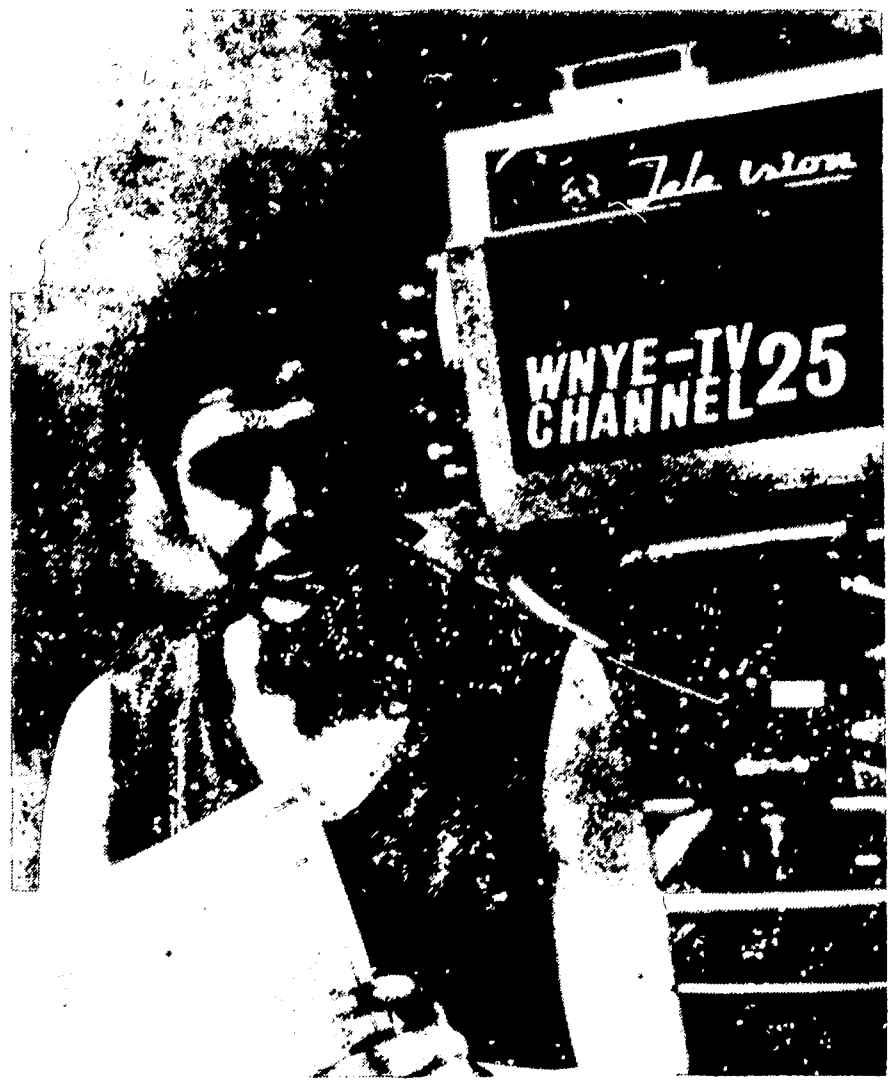
Miss Ramati was an elementary classroom teacher at a special service school in the deprived West Side area of New York City and taught reading and mathematics at a school in the East Harlem area of New York City. She lived and traveled extensively in Europe from 1954 to 1958.

The tremendous news gathering resources of the New York City area—where the program is produced—blend with the immediate availability of world figures and organizations to make possible this outstanding instructional television achievement.

Ambassadors, senators, congressmen, and other well-known persons in public life lend their presence and knowledge. week after week, to "Places in the News" programs by offering information relative to their spheres of interest. Here's a partial guest list from past shows: Harrison Salisbury, assistant managing editor of The New York Times; Senator Birch Bayh of Indiana; political pollster Samuel Lubbell; and Senator Ernest Bartlett of Alaska.

Under present arrangements, a user of the series can have the program available for telecast no later than one week following the original production.

"Places in the News" is intended to supplement a student's knowledge of the world around him and to encourage his interest in following closely, through all media, the course of humanity. The series was originally designed for fifth and sixth graders but after the mail indicated it had appeal to junior high school age students the program was adjusted to further whet the older students' interests. "Places in the News" is also being utilized in some senior high school social science classes.



TV TEACHER
NORMA RAMATI

The program has three times won a national award from the Ohio State Institute for Education by Radio and Television—the ETV industry's equivalent of the Oscar.

An excellent teacher's guide presents superior utilization techniques and activities that can be used in conjunction with this type of programming. The guide was developed by teachers and supervisors of the Los Angeles, California, County Schools after more than a year's use of the series. It is a valuable resource item for the social studies teacher whether she is working at the elementary or secondary level.

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons previously used in the course are available as a part of this "no obligation" sampling service.

Produced by New York City Public Schools at WNYE-TV

THE MAGIC OF WORDS

(for Grades 1, 2 or 3)
Twenty-five, 15-minute lessons

This series provides the primary level grade student with an opportunity to explore poetry, prose, creative writing, creative dramatics and other related subjects.

Designed as a supplement to a regular language program, the telecourse's primary value lies in its encouragement of the child to engage in individual activities which will further widen his appreciation of and interest in the various language arts. These activities include storytelling, creative writing, dramatics, poetry reading and writing, expression through puppetry, the reading of books, the language of words and music, and the art of cartooning.

Each lesson is complete in itself, yet the series will be more meaningful if viewed in its continuous entirety. The classroom teacher has ample opportunity to simplify or embellish the telecast lesson with a variety of follow-up activities geared to meet the needs and interests of her particular group.

The course is divided into six general units of study—storytelling, poetry, books, the need for words, creative dramatics, and oral reporting and puppets. The six final lessons are devoted to an extensive review of the material, accompanied by practical application of knowledge gained.

A teacher's guide accompanying the course offers suggestions for follow-up and related activities in addition to outlines of the lessons. An extensive bibliography of reference material is also contained in the teacher's guide.

Lesson titles from "The Magic of Words":

—Tell Us a Story
—Villains and Heroes
—Let Me Try Please
—The Sound of Words
—The Poet's World
—Enjoying Poetry Together
—A Look at a Book
—From the Author to You
—Alphabeta
—Words and Music
—Stories in Picture
—The Unspoken Word
—Speak Up Please
—Let's Pretend
—Classroom Dramatics
—Lights, Action, Camera!
—Giving a Talk
—What to Do With an Old Sock
—Talking Hands
—The Art of Story Telling
—It's Poetry Time
—Finding the Right Book for You
—Has Your Writing Improved?
—A Play for Television
—Looking Back

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER JOHN ROBBINS taught fifth grade for three years in Prince George's County, Maryland, before joining the instructional staff at WETA-TV in Washington, D. C. He was educated in his home state of North Carolina at East Carolina University (1955-59) where he majored in art and music and found an opportunity for creative writing through the school's literary magazine. This year marks his seventh as studio teacher in the Language Arts, a many-faceted subject which enables Teacher Robbins to use many of the performing skills while discussing poetry, creative dramatics, storytelling and creative writing.

CHILDREN'S LITERATURE

(for Grades 1, 2 or 3)
Thirty, 15-minute lessons

This versatile telecourse has a simple basic purpose: the introduction of good literature into the everyday life of a child.

Designed as an enrichment opportunity, the series fully uses the technique of reading from selected works of children's literature while visualizations are screened to highlight the story line. It should be noted at the outset that the course does not constitute a total teaching program but rather points toward encouraging children to view reading as an anticipated and real source of enjoyment.

Content of the stories under study includes events of importance in the lives of all children—everyday common occurrences in the neighborhood, animals, fairy tales, special days, the seasons and holidays, and birthdays of famous people.

Television teacher Dolores Dudley points out in the accompanying study guide that the potential of literature for children is greater today than ever before. In recent years, about 1,500 children's books have been published annually. The means to select suitable material from this veritable flood are now readily available, Mrs. Dudley says, and there are more children now than ever before who can read.

Mrs. Dudley has been a television teacher for many years. She was elementary music supervisor for the Tewksbury, Mass., schools and primary music teacher for the Hagerstown, Md., closed circuit TV systems. During 1960-61 she prepared a series of 128 videotaped primary and elementary music programs for the Midwest Airborne TV Instruction project.

The material in "Children's Literature" may be used successfully in the areas of social studies, music and art as well as in the language arts program.

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the courses are available as a part of this "no obligation" sampling service.

TV TEACHER DOLORES DUDLEY

Produced by the Nebraska Council for ETV at KUON-TV

SOUNDS TO SAY

(for Grades 1 or 2)
Twenty-five, 15-minute lessons

TV TEACHER: JOANNE DESMOND

This course is planned for use as an introductory phonics program with the first grade . . . for review with the second grade . . . or for remedial work with any children who have not mastered the abilities involved. It should not be thought of as a complete phonics program but rather as a supplement to any phonics program in use at the school.

Phonics is the study of the speech equivalents of printed symbols. In reading, the reader is involved in the use of these sounds when pronouncing the printed words. It is important, therefore, for children to learn the phonic skills and to use this knowledge when they meet new or unfamiliar words.

This introductory course to phonics deals with the recognition of speech sounds. The ability to hear sounds in words is necessary if the child is to use phonics. Hearing sounds in words, therefore, is the first acquired phonic knowledge and this ability is the one particularly stimulated and encouraged in this course.

Television teacher Joanne Desmond received her Bachelor of Science degree from Northwestern University in 1958. She has had classroom teaching experience in speech, English and social studies in the San Francisco, Cal., school system and worked as a recreation therapist and teacher at Babies' Hospital of the Columbia-Presbyterian Medical Center in New York City. Miss Desmond has also had extensive experience in the theatrical and commercial television fields.

The lessons in the course are designed to stimulate interest in words and arouse a desire to develop a reading vocabulary. Provision is also made for individual differences in ability by introducing vocabulary for the children able to master it as well as sounds for children of all learning levels to imitate.

A comprehensive teacher's guide contains outlines and summaries of all the lessons along with suggested practice projects.

The course is divided into four units—consonants, vowels, homophones and rhyming words and applied phonics.

The first unit concerns itself with studying various consonants—s, c, p, f, d, l, n, and k—as beginning sounds, along with follow-up studies of the letters. There are also programmed activities for the other consonants. Three of the lessons in the first unit explore letter blends (i.e. "ch," "sl," "br") and offer appropriate follow-up activities.

The second unit—on vowels—discusses the short a, short e, short i and the short sounds of o and u. There are also suggested follow-up activities and a review of vowels.

The third unit, dealing with homophones, studies those letters which sound alike but look different and, conversely, those letters which look alike but sound different.

The final unit constitutes exercises in applied phonics. What the student has learned is put to use through rhyming games.

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by The 21-Inch Classroom, Boston, Mass., at WGBH-TV

SOUNDS LIKE MAGIC

(for Grade 1)

Thirty, 15-minute lessons

This speech development course has as its primary objective the proper formulation of good speaking habits in first graders—through the use of sound stimulation and listening activities.

Oral communication is perhaps the paramount and primary consideration in the learning process. We are constantly made aware, in today's world, of the need for clear and articulate speech. The child's ability to properly express himself and to communicate his thoughts, feelings and desires to others is of vital importance in the development of a happy, well-adjusted personality.

To assure such development in the first grade is the basic reason for this course but there are other objectives. "Sounds Like Magic" is also designed as an enrichment program—to present stories, poetry and records not only for speech stimulation but for this enrichment purpose. The development of physical dexterity in the child--through relaxing exercises, tongue and lip exercises and finger-play activities—is another aim of the telecourse.

IMPORTANT: "Sounds Like Magic" is in no way intended to take the place of the speech therapist or the services such a person performs. The series deals with sounds and sounds alone. The phonetic approach of associating sounds with letters is not dealt with in the telecourse.

The teacher's guide accompanying the series notes that: "Speech improvement is not speech correction—it is the general improvement of over-all speech patterns. Therefore, this series is aimed to help not only boys and girls who may have some speech difficulty but also to help **all** children develop good speech habits."

The telecourse also counts a number of objectives related directly to the speech development teacher herself:

—To stimulate teachers and children to an awareness of the importance of good speech;

—To provide the primary school teacher with a variety of experiences to develop listening skills as needed by her group of children; and

—To suggest and demonstrate many activities to aid the classroom teacher in stimulating good speech habits in her students.

Each lesson outline in the teacher's guide contains the following information: objectives, preparation for viewing, description of telecast, follow-up activities and bibliography.

Teacher Marjorie Berg notes in an introduction to the guide: "This television series is not intended to become a burden on the already heavy curriculum schedule. Many of the activities suggested in this guide may be integrated with the existing schedule."

Quad tapes or a kine of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER MARJORIE BERG was a speech therapist for the Omaha Public Schools before joining the staff of KYNE in October 1965. A native of Iowa, Mrs. Berg received her Bachelor of Arts degree in speech and speech pathology from the State University of Iowa. She is presently engaged in graduate work at the University of Omaha. One of her two sons, Lawrence (see cut), plays "Mr. Widgit" in the SOUNDS LIKE MAGIC series. He fades in and out, in varying sizes, during the lessons—adding a touch of "magic" to the atmosphere of the telecourse.

The lesson numbers and titles of "Sounds Like Magic":

1. **There's Magic in Good Speech**
2. **Tricks We Can Do**
3. **Let's Listen**
4. **Our Magic Bubble Pop**
5. **Singing with the Leprechauns**
6. **Fairies, Fun and Fancy**
7. **Off on a Magic Carpet**
8. **Mother Gooseland**
9. **Some Surprises**
10. **Dreamland**
11. **Further Dreamland Adventures**
12. **I Choose Chocolate**
13. **Jars of Jelly and Jam**
14. **Be Calm, Be Careful**
15. **Ghosts and Goblins**
16. **Rabbits, Rabbits and More Rabbits**
17. **Our Magic Brew**
18. **The Princely Troll**
19. **Brownie and the Gremlin**
20. **Freddie, the Cricket**
21. **The Magic Brew of R-R-R-R**
22. **Surprise ! ! Sparkling Stars ! !**
23. **Sky Snoopers**
24. **The Magic Brew of S-S-S-S**
25. **Slinky and Blinky, the Gnomes**
26. **Clues of the Flying Fairies**
27. **Our Glittering Playmates**
28. **The Magic Brew of L-L-L-L**
29. **Magic Endings**
30. **Our Speech Rainbow**

Produced by Metropolitan Omaha Educational Broadcasting Association at KYNE-TV

LANGUAGE CORNER

(for Grade 1)
Thirty, 15-minute lessons

"Language Corner" points toward instilling in the child the realization that he has a gift to share through his own way of expression. The course is designed to help the student discover the many ways of communicating through this special gift and to properly react to other's communicative efforts.

The series stresses not only the spoken and written language of words, phrases and sentences, but also facial expressions, bodily movements, voice quality, rate of speed, pitch, emphasis, phrasing and drama.

Television teacher Mrs. Hope Mitchell brings eight years of classroom experience before the instructional television camera. In addition to classroom teaching, Mrs. Mitchell's career has included experience in children's theatre, creative drama for children, monologues and book reviews.

For several years she was associated with a well-known international school of personal improvement, teaching and lecturing as well as appearing in commercial films and television commercials. She took her Bachelor of Arts degree from the University of Denver and has taught in the public schools of Denver and Alamosa, Colo., and Henrico County, Virginia.

A useful teacher's guide previews the activities undertaken in each telelesson, offers a vocabulary list and contains a listing of suggested follow-up projects. Mrs. Mitchell notes that the television lessons are designed to supplement the regular classroom program.

Each program is complete in itself but, of course, participation in each of the lessons on a continuous basis will make the entire series more meaningful. In a message to the classroom teacher, Mrs. Mitchell notes: "The series should present some happy learning experiences which you may simplify or embellish with activities to meet the needs and interests of your class."

TV TEACHER HOPE MITCHELL

The lesson titles and/or lesson topics in "Language Corner":

—Listening
—Show and Tell (sharing effectively)
—Manners (being friendly and kind)
—Your Five Senses (a walk in the woods)
—The Uses of Imagination
—Fun with a Chart
—Communicating Through Art (a surprise visitor)
—Fairy Tales
—Magic and Mystery
—Story Time (by the teacher)
—A Good Sentence
—A Time of Joy (Christmas)
—The Word Bank (Vocabulary)
—Synonyms
—Speech Lesson
—Speech and Telephone
—Poetry Out Loud
—Abraham Lincoln's Boyhood (Biography)
—Letter Writing
—Autobiography
—Puppetry
—Hand Communication
—Body Communication (pantomime)
—Communicating through Readings and Monologues
—Look, See and Tell (Observation and Communication)
—The Library
—Telling a Story
—The Fun of Reading
—A Book Review
—A Review of the Course

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by Central Virginia ETV Corp., Richmond, Va., at WCVE-TV

WORD MAGIC

(for Grade 2)
Sixteen, 15-minute lessons

This course, geared specifically to second graders, is an enrichment program utilizing many of the communicative skills. Areas covered include: pantomime, good speech habits, using one's imagination, building a creative story, poetry, use of the dictionary, manners, vocabulary, oral reading, facial expressions and letter writing.

Instructor Hope Mitchell combines good television techniques and a delightful personality to make this series a highly interesting and instructional supplement to any primary language arts curriculum.

So many talents lie dormant in some children for so long a time they are completely stifled or found too late to be truly developed. The "Word Magic" course is aimed at loosening and releasing these abilities in the communicative arts area.

Here's an example of "Lesson Objectives" as stated by Mrs. Mitchell in the teacher's guide that accompanies the course:

"We want the children to realize that there are many ways of communicating besides just talking. When the children understand that they can make others understand them by using their bodies and their hands, they may become less inhibited. When planning a pantomime, even a very simple pantomime, a person must do some pre-planning. And so, he starts organizing his thinking. He plans step by step his movements, using only those that are meaningful and eliminating those that are not necessary. . . ."

The teacher's guide is extremely helpful in assisting the classroom teacher in effective utilization practices.

The lesson titles and/or lesson topics of "Word Magic":

—Pantomime
—Speech and the telephone
—Sharing Together (an oral report)
—How to Write or Tell a Creative Story
—Dictionary
—Poetry Appreciation
—A Gift for You (Christmas)
—School Manners
—Communicating through a play ("Rumplestiltskin")
—A Trip Through Imagination (Music-Art-Monolog)
—Vocabulary
—Reading Out Loud
—Communication through Facial Expressions
—Why We Write Letters and Their Proper Form
—A Visit to the Post Office
—A Review of the Course

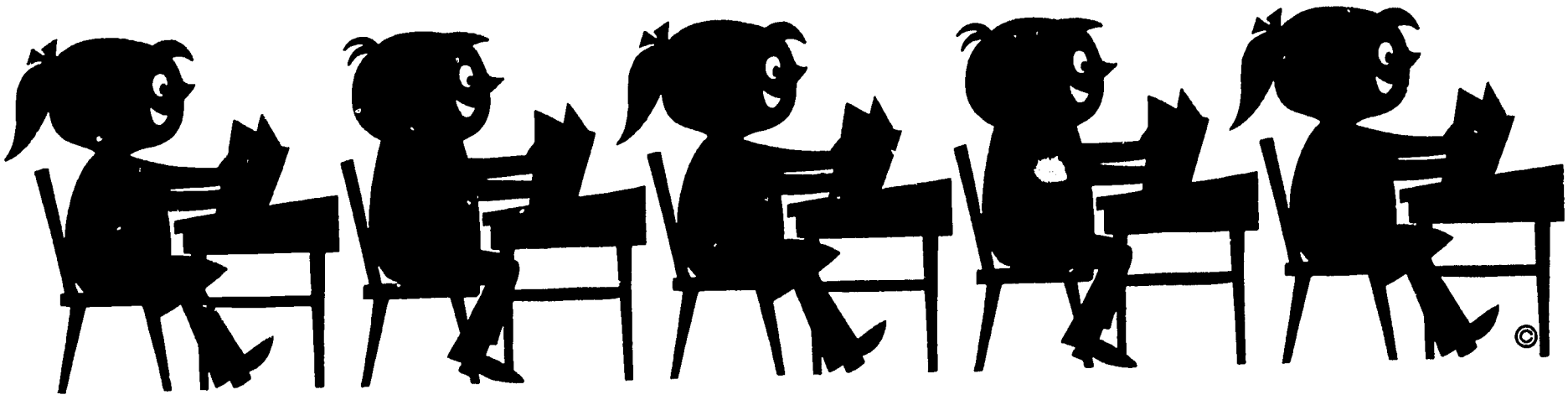
Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHER: Hope Mitchell

Produced by Central Virginia ETV Corp., Richmond, Va., at WCVE-TV

LANGUAGE LANE

(for Grade 3)
Thirty-one, 20-minute lessons



The objectives of this course, as with "Language Corner" and "Word Magic," are to help the child develop and use all the communicative skills at his command in making his thoughts and ideas made known to others . . . in listening to the thoughts and ideas of others . . . in bly expressing his thoughts to others through the written word . . . and in reading and understanding the written words of others.

Designed as supplementary instruction, the telecourse has as its objective the motivation of students to think and create independently so they may more fully understand and enjoy living and working with their fellow men.

Each lesson of "Language Lane" explores a different way of expressing one's thoughts, viewpoints and desires—speech and its beginnings, the magic of vocabulary, the history of writing, organization and sequence, writing of stories and letters, oral reading, physical self-expression, poetry and choral reading, and play writing and acting.

Television teacher Hope Mitchell enhances the effectiveness of the course with guests, animals, little plays, puppets and other special visual treats throughout the series.

Following is an excerpt from the teacher's guide accompanying the course:

"In this lesson we hope to make the children aware of the importance of a voice. . . . A voice is unique in that it responds to your motivation. Through the power of your spoken words you can run the gamut of emotions . . . Let's help the children to see that a voice is a tool for good communicating. . . ."

The guide offers information for effective preparation of students for viewing the lessons and suggests appropriate follow-up activities.

The lesson titles and/or lesson topics of "Language Lane":

—Listening
—Beginnings of Speech
—Origin of Our Language
—Speech Lesson
—Communicating With Face & Hands
—Interesting Conversation
—Vocabulary
—First Things First (Sequence)
—Writing Stories About Metaphors
--Communicating With Animals
—History of Writing
—The Library
—Sentence Embellishment
—Happy Holidays (Christmas & Hanukkah)
—Building Better Paragraphs
—Communicating News (Accuracy)
—Telling True and Make-Believe Stories
—Writing Friendly Letters
—Creating a Poem
—Communicating Through the Dance
—Fun With Marionettes
—Enjoyment of Good Poetry
—Choral Poetry Reading
—Oral Reading
—Writing An Autobiography
—Imagination for All the Arts
—Writing and Presenting a Play
—Giving a Little Talk
—How to Review a Book
—Writing and Presenting a Monolog
—Review of Ways to Communicate

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHER: Hope Mitchell

Produced by Central Virginia ETV Corp., Richmond, Va., at WCVE-TV

BILL MARTIN

Fifteen, 15-minute lessons (for the Intermediate Grades)

No better name could be chosen for this outstanding language arts telecourse, because Bill Martin, the television teacher, is truly a language arts master in the eyes of our nation's younger folk.

Perhaps Bill Martin's words in the foreword of the teacher's guide which accompanies the telecourse best describe the purpose of this sparkling enrichment series:

"... (this) brief TV interlude with Bill Martin is simply a vehicle to launch you (the classroom teacher) and the children into a full-blown inquiry into language and how it works. You will feel comfortable in your role as a teacher of linguistics because we—all of us—have had linguistic curiosities ever since we were born into a world of language-using people and became language users ourselves. . . ."

Mr. Martin further notes that if the telecourse successfully fulfills its objective of enlightening both teacher and student it will be because it has enabled both to more fully understand what they already know about language.

Bill Martin's understanding of children and the literature that appeals to them is revealed in each lesson of this telecourse. Effective techniques used in both telling stories and relating thoughts have made him a most popular educational lecturer in the field of children's literature.

Bill Martin comes by his storytelling ability naturally. He grew up in a Kansas environment that was rich in folklore and tale-telling. A grandmother who threaded the family history into story form was a special influence on the young Mr. Martin.

After graduation from Kansas State Teachers College of Emporia, Bill Martin taught in Kansas high schools. He took his Masters and Doctor of Philosophy degrees at Northwestern University where he did major work in the fields of reading, listening, creative writing and elementary education.

Until he joined the Holt, Rinehart and Winston publishing firm as editor of elementary classroom materials (the position he now holds), he served as principal of Crow Island School in Winnetka, Illinois, a school well-known for its research and leadership in elementary education. During the summers he has been a visiting professor at various colleges and universities around the United States.

In his work at the publishing company, Mr. Martin has originated and edited a new approach to the teaching of reading called the Owl Reading Program. It is based on the premise that language is essentially oral and that the sound of sentences is more important than the individual sound of the words in the sentences.

OUTLINE OF THE COURSE: Lesson numbers, titles and annotations:

1. LANGUAGE IS SOUND AND SENSE—From the moment of birth, sounds are used to communicate thoughts and feelings. The printed word represents a system to communicate ideas and sense but means nothing unless associated with appropriate sentence sounds. Featured selections: "The Kind of Bath For Me," by Sir Edward Parry; "Susie Moriar;" and a Carolina mountain song.

2. OURS IS A WORD-ORDER LANGUAGE—Words must be arranged in a certain order in our language if they are to create the sound of sense. Featured selections: "Little Orphant Annie" by James Whitcomb Riley; "Comparisons" Anonymous.

3. LANGUAGE WORKS IN CHUNKS OF MEANING—Punctuation marks are signals placed by the writer to show how he wants words grouped so they will express the ideas he is trying to convey. Poets have improved the communications potential of their writing by arranging words into natural linguistic clusterings. Featured selections: "Calico Pie" by Edward Lear; "The Big Cheese" by Mirian Schlein; "Circus" by Eleanor Farjeon.

4. TRANSFORMING SENTENCES—This transformation is an act of using the exact structure of a sentence as the basis for creating a semantically new sentence through vocabulary substitutions. Featured selections: "The Potatoes' Dance" by Vachel Lindsay; "Advice to a Bird, Species Unknown" by Georgie Starbuck Galbraith.

TV TEACHER BILL MARTIN

5. EXPANDING SENTENCES—As children learn the technique of expanding sentences (by adding phrases, clauses or descriptive words), they gain much flexibility in their use of language in reading, writing and speaking. Featured selections: "Overheard on a Saltmarsh" by Harold Monro; "The Snakebit Hoe-handle" from many Appalachian mountain area sources.

6. REDUCING SENTENCES—The danger in linguistic trimming is that one is apt to alter or destroy sentence meaning or tamper with the author's style. Featured selections: "Pumpkins" by David McCord; "Mool the Mole" a German Language poem adapted by Bill Martin; "Words" by Robert Louis Stevenson.

7. USING LITERARY STRUCTURE TO SIMPLIFY READING—As the structure of a house tells much about the shape and other details of the finished house, so the structure of a story (the "problem" of the story, the characters, the character who creates the "trouble" in the story, the series of episodes within a story, the end of the story) tells much about the details of the finished story. Featured selections: "Sody Sallyratus" by Richard Chase ; "Mother Meadowlark and Brother Snake" by Billy Firethunder.

8. USING POETIC STRUCTURE TO SIMPLIFY READING—The ability to sense the way a story, poem or article has been put together is a valuable help in getting more pleasure from the printed page. Featured selections: "If You Should Meet a Crocodile" author unknown; "Stopping by Woods on a Snowy Evening" by Robert Frost.

9. PLUGGING INTO MEANINGS—The author "talks" through the printed page. The reader "talks" with him by thinking about what the writer says . . . and deciding whether or not he (the reader) agrees with the writer. Featured selections: "Little Balser and the Big Bear" by Charles Major; "The Blind Men and the Elephant" by John G. Saxe; "The Burning Rice Fields" by Sara Cone Bryant.

10. THE QUEST FOR HUMANNESS—Books and poetry serve no greater purpose than to release children to the excellence of their spirit, to the uniqueness of their lives, to the amazing panordma of human existence that surrounds them. Featured selection: "Rikki-Tikki-Tavi" by Rudyard Kipling.

11. HOME-ROOTED LANGUAGE—A child's language is his most personal possession. He is more sensitive to criticism of it than to any other dimension of his being. If we want children to know that we accept them, we must respect their language for, whatever a child's language is, he learned it in good faith. Featured selection: "The Conjure Wives" author unknown.

12. PUBLIC LANGUAGE—Public language is the vehicle of man's togetherness. It is the cohesiveness of his political, economic, religious and social intercourse. A person must have minimum skills in using the public language to earn a living, to vote, to carry on family and community affairs, to react to the laws of the land and to the political philosophies that determine these laws.

13. LIFE-LIFTING LANGUAGE—Life-lifting language is any bit or unit of language such as a story, poem or expression that is so memorable that it tends to impress itself indelibly on the mind and thereby becomes part of the culture's cherished language ways. Featured selections: "Winter Wind" and "One Misty, Moisty Morning" both Mother Goose rhymes; "The Railroad Cars are Coming" an American folk rhyme; "A Bat Is Born" by Randall Jarrell; and "Come Dance With Me" by Bill Martin.

14. LINKING WRITING TO READING—Independent writing poses three basic questions: What shall I write about? . . . How shall I frame the ideas and sentences? . . . How do I edit my writing? Bill Martin suggests that books and illustrations may stimulate story subjects and ideas. The editing process, discussed in an earlier lesson, is expanded.

15. MAKING CHOICES—As the student lives in and out of books, taking in their message and wonder, his choices in art and literature and language and ideas will be changing constantly.

Produced by Bay Region Instructional TV for Education at KQED-TV. San Francisco, California

QUEST FOR THE BEST

(for Grades 4, 5 or 6)
Thirty-two, 20-minute lessons

This outstanding course has enjoyed extremely high and successful use since being acquired by the library. And well it might for the series utilizes the unique advantages of television dramatizations, guest artists, creative interpretations and a wealth of other techniques to effectively spur the student-viewer into exploring the field of quality literature.

The course is specifically designed to encourage the pupil to read widely and with discrimination, develop a greater appreciation of books and to think and write creatively.

The pupil is encouraged to explore the field of literature to find ways of helping him understand the world today . . . the world as it was in the past . . . and the world as it may or may not be in the future.

Once having his interest and desire aroused in the many-faceted world of books, the pupil may need assistance in the choice of literature to fit his needs and still be of permanent significance to him. The classroom teacher plays a vital role in this endeavor.

The teacher's guide that accompanies the course contains carefully selected, graded bibliographies of material keyed to each lesson. These lists can be used to guide the pupil's selections for supplementary reading. Other book selection helps are included in the guide as are suggested follow-up activities and other utilization ideas.

Lesson titles in "Quest for the Best":

1. **Adventure**
2. **Other Lands and People**
3. **Famous Voyages**
4. **Myths, Legends & Folktales**
5. **Exploring New Fields**
6. **Mystery and Suspense**
7. **Historical Fiction**
8. **Animals (Elephant, Cougar)**
9. **Book Week**
10. **Harvest Time**
11. **Find the Facts(Television,**
12. **Humor**
13. **Reading Together**
14. **December Days**
15. **Family**
16. **Winter Stories**
17. **Historical Fiction**
18. **Pioneering**
19. **Fantasy**
20. **Animals (Snake, Llama)**
21. **Biography (Buffalo Bill, Clara Barton,**
22. **People & Events**
23. **Family**
24. **Fairytales**
25. **Poetry**
26. **Find the Facts**
27. **Adventure, Real & Otherwise**
28. **Myths, Legends & Folktales**
29. **Pioneering**
30. **Humor**
31. **Myths, Legends & Folktales**
32. **Too Good to Miss (Suggestions for Summer Reading)**

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER WILL HOWARD

Produced by Denver Public Schools at KRMA-TV

ENGLISH COMPOSITION

(for Grades 7, 8 or 9)
Fifteen, 30-minute lessons

The teacher's guide to this writing telecourse notes that this series is actually an experience in team teaching. The television teacher makes the teaching plans and gives the presentation; the classroom teacher conducts the workshop growing out of the lesson.

The guide says: "Only when both teachers do their work intelligently—with both prethought and afterthought, with aggressiveness and persistence, with creativity and planned method—will team teaching reach its full power."

The course is divided into five lessons on description, three on narration and seven on exposition. Each lesson gives the purposes, pre-telecast activities, telecast synopsis, suggested post-telecast activities and a brief synopsis of the next television lesson.

The lessons on description deal with the development of sense impressions and the concept of mood—elements basic to good writing. The narration section outlines the purpose of a good narrative and the necessary introduction of an element of suspense in writing. The lessons on exposition offer training in writing with clarity, detail, logical order and proper transition.

The lesson numbers and titles for "English Composition":

DESCRIPTION

1. **Creating Mental Pictures**
2. **Use of Motion (Verbs) to Create Impressions**
3. **Word Selection to Identify Sensory Impressions**
4. **Sentence Structure**
5. **Mood in Description**

NARRATION

6. **Determinig Purpose. Methods of Opening**
7. **Step Method in Planning Development**
8. **Description, Dialogue, Action in Narration**

EXPOSITION

9. **Topic Sentence**
10. **Details: Pertinent and Concrete**
11. **Details: Sufficient**
12. **Completeness**
13. **Paragraph Review—Order of Details**
14. **Sentence Clarity—Transition**
15. **Review of Skills in Relation to Types of Readers**

TV TEACHER BETTY LESTER—Mrs. Lester is a seventh grade English teacher and chairman of the department of English at Hartman Junior High School in Houston, Texas. In addition to video-taping the ENGLISH COMPOSITION course in the Spring of 1966, Mrs. Lester assisted in the development of the teacher's guide which accompanies the course. A native of Pennsylvania, Mrs. Lester is a graduate of the University of Wichita (Kansas) and was active in the junior high teaching field in Kansas. She joined the faculty of the Houston Independent School District in 1955. In 1967, ENGLISH COMPOSITION was screened six times a week to seventh grade students in the Houston school district and also to participating school districts in the Gulf Coast area served by Gulf Region Educational Television Affiliates.

Quad tapes or a kine of typical lessons from the course —and a sample copy of the accompanying teacher's guide—are available for previewing purposes from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY GULF REGION EDUCATIONAL TELEVISION AFFILIATES, HOUSTON, TEX., AT KUHT-TV

MATHEMATICS

(Six Courses, Six Grade-Levels)

This fully-articulated series of six telecourses combines the modern and traditional approaches in the presentation of mathematical understandings.

An important feature of the courses is their adaptability for use with any of the mathematic texts currently in use over the country. Only concepts common to all texts are presented.

The spiral development of the courses gives great versatility to the presentations. Though each level develops more fully the concepts introduced at the previous levels, no single level is dependent on a previous one for an understanding of the material presented. Therefore, a school may initially introduce one or two of the courses and later, if it desires, bring in other levels without creating any continuity problems.

A woman is used as the television teacher for the lower levels; a man for the upper levels. Both are well qualified and present the material in an interesting, understandable and challenging manner.

Teacher's guides available for each course give an outline of the work and follow-up suggestions for each lesson. The guide is of an open-end design, allowing opportunities for students to develop additional activities in keeping with his abilities or special needs.

Quad tapes or a kine of typical lessons from these courses —and sample copies of the accompanying teachers' guides— are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from each of the courses are available as a part of this "no obligation" sampling service.

GRADE ONE
Eighteen, 15-minute lessons and Seventeen, 20-minute lessons

The lesson titles for "Mathematics 1":
—Points, Lines, Circles
—Rectangles & Squares
—Triangles & Patterns
—Position Words
—Words of Relative Size
—What Is a Set?
—Empty Set
—One-to-One Correspondence
—Equal Sets
—Union of Sets
—Number
—The One-More-Pattern
—Greater-Than, Less-Than
—Subsets
—Addition Facts
—Addition I
—Commutativity
—Addition II
—Associativity
—Difference of Sets
—Subtraction I
—Subtraction II
—Place Value
—Time
—Calendar
—Fractions
—Dyeing Easter Eggs
—Counting by Twos
—Number Sequences
—Sentences
—Height
—Weight
—Graphs
—Problem Solving
—Games

GRADE TWO
Thirty-five, 20-minute lessons

The lesson titles for "Mathematics 2":
—History of Numbers
—Time
—Sets
—Set Description
—Equivalence
—Equal Sets
—Union
—Subsets
—Difference of Sets
—Number
—Relationships
—Addition
—Commutativity
—Associativity
—Subtraction
—Stock Show
—Fractions
—Place Value
—Two Place Numbers
—A Valentine Party
—Number Sentences
—Roman Numerals
—Arithmetic Everywhere
—Calendar
—Points and Lines
—Shapes
—Linear Measurement
—Approximate Measurement
—Weight
—Thermometer
—Multiplication
—Division
—Graphs
—Problem Solving
—Games

GRADE THREE
Thirty-four, 20-minute lessons

The lesson titles for "Mathematics 3":
—Mathematics Then & Now
—Words We Use
—The Number Line
—Place Value
—Mathematical Sentences
—Inequality
—Set Notation (three lessons)
—Addition (two lessons)
—Subtraction (two lessons)
—Multiplication (two lessons)
—Review of Addition, Subtraction, Multiplication
—History of Money
—Our Money
—Linear Measurement
—Measurement of Weight
—Measurement of Capacity
—The Nat'l Bureau of Standards
—Roman Numerals
—Graphs
—Sets of Points
—Plane Figures
—Perimeter, Area and Formulas
—Time
—Time Has Many Faces
—Multiplication
—Division (two lessons)
—Introduction to Fractions
—Zero and Nine

GRADE FOUR
Thirty-one, 20-minute lessons

The lesson titles for "Mathematics 4":
—Mathematics Old & New
—Mathematical Words & Terms
—The Number Line
—Place Value & Base
—Mathematical Sentences
—Set Notation (two lessons)
—Addition of Whole Numbers
—Subtraction of Whole Numbers
—Multiplication of Whole Numbers
—Operational Relationships
—Division of Whole Numbers
—Weights and Measures
—Measurement of Capacity
—Roman Numerals
—Sets of Points (two lessons)
—Plane Figures
—3-Dimensional Figures
—Two Place Multiplier
—Review of Division
—Introduction to Fractions
—Addition & Subtraction of Like Fractions
—Factors & Composite Numbers
—Prime Numbers and Divisibility Tests
—Unusual Measurements
—Time as a Measure
—Introduction to the Metric System
—The National Bureau of Standards
—Number Bases
—What Are the Chances?

GRADE FIVE
Thirty-one, 20-minute lessons

The lesson titles for "Mathematics 5":
—Our Number System and Its Origins
—The Language of Mathematics
—Place Value and the Decimal System
—Roman Numerals
—The Number Line

(CONTINUED, BOTTOM OVERLEAF)

MODERN GENERAL MATH FOR PARENTS —Junior and Senior High

Ten, 30-minute lessons (for Adults)

Modern mathematics, as currently being taught at junior and senior high school levels, has proved to be a source of some puzzlement to many parents.

This telecourse—"Modern General Math for Parents"—will help solve these puzzles by clarifying the new concepts and by outlining the general scope of the instruction involved.

Educators tell us that the most exciting and formative years in life occur when students are in junior high school. It is the period in life when the mind and spirit of the child seek independence. Today's modern mathematics program attempts to take advantage of this attitude. At the high school level, the general math program reviews and strengthens the basic material presented at the junior high level with some additional work in algebra, trigonometry and probability.

The junior high school mathematics program encourages young people to use their minds as sharp, incisive tools. In addition to training the student in fast and accurate computative methods, provisions are made for them to think independently, use their imagination and to develop habits and patterns of reasoning.

Lesson 1 of "Modern General Math for Parents" reviews the existing knowledge of whole numbers from elementary school and shows the easy transition in understanding to rational numbers and integers. Lesson 2 explains common terms used in the study of sets and gives examples of various sets.

Lesson 3 looks at the number line—the properties of the numbers, their order, how to multiply and add them and how to graph ordered pairs of numbers. Lesson 4 delves more deeply into the structure of the number system. New terms and properties are introduced—factor, primes.

Lesson 5 deals with rational numbers and their varieties —fractions, decimal fractions, percents. Radicals, roots and real numbers are investigated in Lesson 6. Lesson 7 clarifies some of the ideas related to the solution of mathematical sentences—equalities and inequalities.

Lesson 8 deals with an understanding of the graphing process. Lesson 9 explores the ideas of geometric shapes or figures and their relation to each other. Lesson 10 takes a look at some of the extensions of mathematics (trigonometry, probability) and summarizes the math samplings included in the telecourse.

General mathematics as used in this telecourse includes mathematics courses taught in seventh and eighth grades, the course taken by ninth grade pupils who elect such a course instead of algebra and includes some of the more elementary topics from courses offered in high school under the title "General Mathematics" or related names.

A viewer's guide accompanying the course is comprised of three sections. Part I contains general comments on each of the ten lessons. Part II is a glossary of common terms used in the study of mathematics. Part III offers sample problems on each topic and practice exercises with answers.

The lesson numbers and titles of "Modern General Math for Parents":

1. **From Arithmetic Toward Algebra**
2. **Sets Play a Helpful Role**
3. **Numbers and Their Opposites (Integers)**
4. **The System Is the Thing—Structure of the Number System**
5. **Rational Numbers Come in Several Varieties—Fractions, Decimal Fractions, Percents**
6. **Radicals, Roots and Real Numbers**
7. **Sentences and Solution Sets—Equalities and Inequalities**
8. **Pictures of Mathematical Sentences—Graphs**
9. **Shapely Thinking—Geometry**
10. **Space-Age Space**

Quad tapes or a kinescope of typical lessons from the course—along with a sample copy of the accompanying viewer's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHER: Dr. Ruth Hoffman

Produced by the Denver Public Schools at KRMA-TV

—Set Notation (two lessons)
—Mathematical Sentences
—Equations
—Addition of Whole Numbers
—Subtraction of Whole Numbers
—Multiplication of Whole Numbers
—Division of Whole Numbers
—Introduction to Fractions
—Factors and Composite Numbers
—Primes, Divisibility Tests & Complete Factorization
—Addition of Fractions
—Subtraction of Fractions
—Weights & Measures (two lessons)
—The National Bureau of Standards
—Sets of Points (two lessons)
—Area, Perimeter and Formulas
—Introduction to Decimals
—Decimals, Addition and Subtraction
—Graphs
—Estimation and Rounding-Off Numbers
—Introduction to Multiplication of Fractions
—Zero and Nine
—Probability

GRADE SIX

Thirty-five, 20-minute lessons

The lesson titles for "Mathematics 6":

—History of Our Number System
—Development of Words and Terms
—Number Base and Place Value
—Number Line
—Zero and Nine
—Set Notation (two lessons)
—Mathematical Sentences: Equalities and Inequalities
—Addition and Its Properties
—Subtraction and Its Properties
—Multiplication and Its Properties
—Division and Its Properties
—Fractions—Another Set of Numbers
—Factors and Composite Numbers
—Prime Numbers and Divisibility Tests
—Multiplication of Fractions
—Division of Fractions
—Decimal Fractions
—Equations and Formulas
—Directed Numbers
—Addition & Subtraction with Directed Numbers
—Weights and Measures (two lessons)
—The Metric System
—The National Bureau of Standards
—Decimals—Multiplication and Division
—Sets of Points—Lines, Angles & Angle Measurement
—Plane and Solid Figures—Area and Volume
—Circle and Circle Measurement
—Ratio—Comparisons and Rate
—Proportion
—Per Cent
—Solving Per Cent Problems by Proportion
—Number Bases
—Probability

TEACHERS: Mrs. Alma Greenwood
William Thompson

Produced by the Denver Public Schools at KRMA-TV

JUST WONDERING

(for Grade 1)

Thirty-one, 15-minute lessons

Using the inquiry approach in presentation, the teaching in this primary science series is directed toward the development of skills in forming concepts, making inferences and generalizations, interpretating data and communicating ideas. The very nature of the inquiry approach requires the student to have extensive and direct contact with materials and phenomena . . . and throughout the telecasts "Just Wondering" gives the student viewer ample opportunity to manipulate certain materials and make responses.

This important aspect of the series—that many of the lessons are designed to be open-end, where questions may be posed and not answered, or an experiment performed and the conclusion not stated—gives the classroom teacher abundant occasion to continue the development of ideas through discussions and activities. This should provide students with an opportunity to discover, interpret and conclude for themselves.

Though primarily conceived for first grade students, "Just Wondering" can also be of benefit to second and third graders when proper use is made of suggested post-telecast activities. These, outlined for varying degrees of sophistication, are included in the teacher's guide accompanying the course.

The guide also contains a helpful outline of the levels of understanding as defined through descriptions of performance. This will provide the teacher with a means of evaluating the progress and abilities of her class members and thus assist her in setting a teaching pace.

In the scientific subject matter area, the series is concerned primarily with the concepts of material objects, states of matter (solid, liquid, gas) and relationships between objects (similarities and variations, interactions, change and simple systems).

Most of the experiments are designed so that the student is actively participating, not passively observing the phenomena. As the students begin to grasp the fundamental concepts, they will discover that these concepts may be applied to phenomena other than those associated with the science class. The teacher's guide suggests simple inexpensive materials which may be used by the class in conjunction with each of the telelessons.

The telecourse is not designed to be the total science lesson but to serve only as a source from which processes may lead to development or discovery of the concepts.

The lesson numbers and titles in "Just Wondering":

1. **Contours and Colors**
2. **Shape Relationships and the Third Dimension**
3. **Telling by Touch**
4. **Classification**
5. **Living Objects**
6. **Variation in Living Objects**
7. **Plants as Living Objects**
8. **Experimenting With Liquids**
9. **Experimenting With Solids**
10. **Gases as Objects**
11. **Relationships Among Solids, Liquids, Gases**
12. **A Study of Variation—Making a Histogram**
13. **Standard Units and Linear Measurement**
14. **Surface and Volume Measurement**
15. **Comparison of Weights—Measurement of Mass**
16. **Communicating Information**
17. **Selecting Related Objects**
18. **Introduction to Systems**
19. **Systems in Experiments**
20. **Observing Changes**
21. **Interaction in Experiments**
22. **More Interactions**
23. **Interactions and You**
24. **Special Interactions—Magnets**
25. **Special Interaction II**
26. **Measuring Change**
27. **Thermal Interactions**
28. **Systems and Sub-Systems**
29. **Systems and Sub-Systems in Experiments**
30. **Plant and Animal Interaction**
31. **The Black Box**

TV TEACHER MARTHA C. HARRIS

Quad tapes or a kinescope of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by the Eugene (Ore.) Public Schools at KOAC-TV

JUST CURIOUS

(for Grade 2)
Thirty, 15-minute lessons

"Scientists tell us that the volume of accumulated facts is more than doubling every ten years. It has become apparent that any fact-oriented science curriculum trying to keep pace with such momentum is likely to lag and fall behind. Consequently, a curriculum with a more realistic approach is needed. . . ."

So states Television Teacher Martha C. Harris in an introduction to the teacher's guide accompanying this telecourse. JUST CURIOUS is a follow-up telecourse to JUST WONDERING (also distributed by Great Plains National), a Grade One series also taught by Mrs. Harris.

Mrs. Harris goes on to note that JUST CURIOUS was developed with this "more realistic approach" in mind. The telecourse employs the inquiry approach. Its production was based primarily on pilot studies and publications from three groups using this process method—The Science Curriculum Improvement Study, the American Association for the Advancement of Science, and the Minnesota School Mathematic and Science Teaching Project.

The inquiry approach to science teaching is directed toward the development of skills in forming concepts, making inferences and generalizations, interpreting data, and communicating ideas. The nature of the inquiry approach requires the student to have extensive and direct contact with materials and phenomena.

One important aspect of JUST CURIOUS, says Mrs. Harris, is that some of the lessons are designed to be open-ended—that is: questions are posed and not answered . . . or an experiment performed and the conclusions not stated. Such situations should provide students with opportunities to discover, interpret and conclude for themselves, she says.

JUST CURIOUS is concerned primarily with enlargement and elaboration of concepts developed at the first grade level (JUST WONDERING) and with the introduction of: refined techniques of measurement using the metric system, and the concepts of symmetry, relative position, motion, time duration and energy.

As students begin to grasp the fundamental concepts, Mrs. Harris notes, they will discover that these concepts may be applied to phenomena other than those associated with the science class.

A teacher's guide accompanying the telecourse, in addition to fully outlining the series' programs, contains helpful suggestions for pre- and post-telecast activities . . . along with listings of simple inexpensive materials which may be used in classroom activities. The teacher's guide also contains short evaluation checklists at the end of each lesson. Here the classroom teacher can make a quick survey of student progress.

JUST CURIOUS is not designed to constitute the total science lesson but only to initiate the thinking and processes that may lead the viewing students to the development and discovery of concepts.

The lesson numbers and titles of JUST CURIOUS:

1. Properties
2. Sets of Objects
3. Symmetry
4. Looking at Systems of Objects: I
5. Looking at Systems of Objects: II
6. Looking at Systems
7. Looking at a Larger System
8. Experiments with Living Systems
9. Measuring Objects: Linear Measurements
10. Measuring Objects: Volume Measurements
11. Measuring Objects: Surface Area Measurement
12. Measuring Objects: Weight
13. Mixtures and Solutions: I
14. Mixtures and Solutions: II
15. Meet Mr. O
16. Locating Points Along a Line
17. Locating Points, Using Intersecting Lines
18. Scale Models
19. Reference Frame
20. Observing Relative Motion
21. Measuring Relative Motion
22. A Happening
23. Timing Events
24. Thermal Interactions
25. Thermal Equilibrium
26. More Thermal Interaction
27. Work, Energy and Friction
28. Interaction, Work and Machines
29. Investigating Living Systems through Field Trips
30. Investigation from a Field Trip

Quadruplex video tapes or a kinescope of typical lessons from JUST CURIOUS—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains National. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by the Eugene (Ore.) Public Schools at KOAC-TV

NEIGHBORHOOD EXPLORERS

(for Grade 2)
Fifteen, 15-minute lessons

TV TEACHERS
GENE GRAY AND ELINOR JOHNSON

The basic objectives of this series are to instill in the child a realization that science is both a process of obtaining information as well as organizing it into a definable body of knowledge . . . and that the only contact a person has with his environment is through his senses.

Not designed to perform a total teaching job, this elementary science course supplements and enriches the regular curriculum.

A problem approach is used in achieving objectives of the course. A problem is presented at the beginning of each lesson. Evidence is introduced and the child, through a series of observations, evaluates the evidence and attempts to draw a conclusion.

A minimum of information is offered the child through the direct lecture approach. The child is instead urged to learn through observation, discrimination and synthesis of evidence.

The content of the course was not chosen because of its traditioanl nature but rather because the content stands a good chance of lying within a child's experience. Because of this, the problems he solves will make sense to him and contain personal meaning.

The lessons are not interdependent in this course. But all are of a similar format that the process used in solving problems is incorporated into each lesson. The problem solving method thus becomes a useful tool for the child in other fields.

A teacher's guide for the course contains, for each lesson, a statement of the general significance of the subject area, a summary, and suggestions for related activities.

The lessons of "Neighborhood Explorers":

—Finding Out
—Living or Non-Living
—Making Groups of Things
—Making Things Useful
—Water Changes Things
—Changing Things
—Ice
—Snow
—Animals in Winter
—Exploring for Animals in Winter
—Telling Animals Apart
—Animal Differences
—Parts of a Plant
—Plants We Eat
—Solving a Problem

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by The 21-Inch Classroom, Boston, Mass., at WGBH-TV

LAND AND SEA

(for Grade 3)
Fifteen, 15-minute lessons

The lessons in this excellent series were prepared with a number of purposes in mind: to supplement a variety of science curricula by providing resources not usually available in the classroom . . . to give the child experiences with the processes and procedures in science rather than facts alone . . . and to encourage the student to search, critically observe his findings and evaluate his accumulated evidence.

Television teacher Louise McNamara makes considerable use of the questioning technique. And most programs end with "what if . . .?" questions, suggesting avenues of stimulation and interest to the student and fostering his continuing curiosity in the field.

"Land and Sea" lessons are built around the following topics: the shape, rotation and face of the earth; soil; forces that change the earth—water, wind and glaciers; rocks; mountains and volcanoes; the sea; sea animals; the edge of the sea; life and death in the sea; and the pond.

TV TEACHER
MRS. LOUISE McNAMARA

Mrs. McNamara is a graduate of Radcliffe College and took her Master's Degree from Harvard Graduate School of Education. She has been a classroom teacher, an elementary science specialist and has served as an editor of science and health textbooks in addition to being published in a number of children's magazines.

The "Land and Sea" teacher's guide offers a wealth of material and suggestions for follow-up activities. It also includes a vocabulary outline, supplementary reading references and a listing of audio-visual materials available for use with the course.

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

The lessons of "Land and Sea":

1. **The Shape of the Earth**
2. **The Rotation of the Earth**
3. **The Face of the Earth**
4. **Soil**
5. **Forces That Change the Earth—Water**
6. **Forces That Change the Earth—Wind**
7. **Forces That Change the Earth—Glaciers**
8. **Rocks**
9. **Mountains and Volcanoes**
10. **The World Was Once Very Different**
11. **The Sea**
12. **Sea Animals**
13. **The Edge of the Sea**
14. **Life and Death in the Sea**
15. **The Pond**

Produced by the 21-Inch Classroom, Boston, Mass., at WGBH-TV

SEARCH FOR SCIENCE

(for Grade 4)

Thirty-two, 15-minute lessons

This telecourse takes the curious and absorbent minds of intermediate grade level students on a fascinating trip through nine major areas of scientific experience.

Television teacher Robert Crumpler investigates: the Earth and its make-up, types of machines, animal environments and relationships, electricity, air, types of flight, the human body, microscopic animals, and the plant world.

"Search for Science" is keyed for the fourth grade curriculum but can easily be modified for use by any of the intermediate grades.

Mr. Crumpler notes in an introduction to the accompanying teacher's guide that the lessons of "Search for Science" are so designed that the classroom and television teacher may work as a team. The lessons are divided into three parts: teacher preparation, the television presentation itself, and suggested follow-up.

"The classroom teacher is the pivot on which the entire process turns," says teacher Crumpler. "Let us view the lesson, therefore, as an introduction which will put the children in a receptive frame of mind—the lesson itself to develop conceptual relationships . . . and the follow-up to reinforce the relationship and involve problem-doing."

Each of the television lessons begins with a situation totally familiar to intermediate grade level students. The presentation then proceeds in orderly development to the unfamiliar. Moreover, each lessons involves one or all of the scientific methods described in Lesson One of the series.

These major areas of scientific method include: observation, experimentation, and organized recording of facts—facts growing out of the results of observation and experimentation.

Quad tapes or a kine of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

The lesson titles in "Seach for Science":

1. Scientific Method
2. The Earth's Outer Crust
3. Three Kinds of Rocks
4. Erosion
5. How Are Fossils Formed?
6. Earthquakes and Volcanoes
7. Levers
8. The Pulley
9. The Inclined Plane
10. The Screw and the Wedge
11. Compound Machines
12. Adaptation
13. Symbiosis
14. The Food Chain
15. Electricity—A Form of Energy
16. Electric Current
17. Conductors and Non-Conductors
18. The Life of Volta
19. The Properties of Air
20. Air in Motion
21. Air: Hot and Cold
22. The Life of Bernoulli
23. Balanced Flight
24. The Jet Engines
25. Body Growth
26. Disease—Prevention and Control
27. The Microscope
28. Microscopic Animals
29. The Life of Pasteur
30. Flowering Plants
31. Non-Flowering Plants
32. Propagation of Plants (Non-Seed)

TEACHER: Robert Crumpler

Produced by The ETV Association of Metropolitan Cleveland at WVIZ-TV

LET'S EXPLORE SCIENCE

(Grades 4, 5 or 6)
Fourteen, 15-minute lessons
(and Teacher Utilization Lesson)

TV TEACHER PETER H. TAYLOR

"... all too often we are giving our young people cut flowers when we should be teaching them to grow their own plants ... We think of the mind as a storehouse to be filled when we should be thinking of it as an instrument to be used...."

These comments from former Department of Health, Education and Welfare Secretary John W. Gardner in his **Self-Renewal: The Individual and the Innovative Society** exemplify the philosophy underlying development of LET'S EXPLORE SCIENCE, a science instruction telecourse employing the inquiry approach.

Television teacher for the series is Peter H. Taylor. Dr. Donald Stotler, science supervisor at the Portland (Oregon) Schools, was consultant for the telecourse. Television production was supervised by Dr. Patricia L. Swenson, TV-radio supervisor for the Portland Schools.

Development of national course content improvement programs over the past few years has resulted in significant changes in the direction of American education. The influence generated by these programs, which have been conducted at the high school level, is now being felt in the elementary grades. And, along with actual course improvement, the programs have suggested new teaching methods in the science field.

Science education is now fraught with phrases such as "the discovery method," "the inquiry approach," and "emphasizing process rather than product." Such approaches are investigated and used in LET'S EXPLORE SCIENCE.

A special help to assist teachers in ascertaining the most productive use of LET'S EXPLORE SCIENCE is also available from Great Plains National. It is a 30-minute, in-service utilization program that will help them better understand the philosophy behind development of the telecourse. A helpful and informative teacher's guide also accompanies the series.

LET'S EXPLORE SCIENCE was one of only a few telecourses singled out for attention in an article appearing in "The Saturday Review" magazine (Nov. 19, 1966). Here's what SR said of the series: "Throughout the series, the writer-teleteacher, Peter Taylor, used the camera to sweep youngsters along as colleagues in his inquiries into such things as the pendulum, simple balances, rolling balls and household liquids. The programs evoke rather than overwhelm the child's curiosity about the everyday world."

OUTLINE OF THE COURSE—Lesson numbers, titles and annotations:

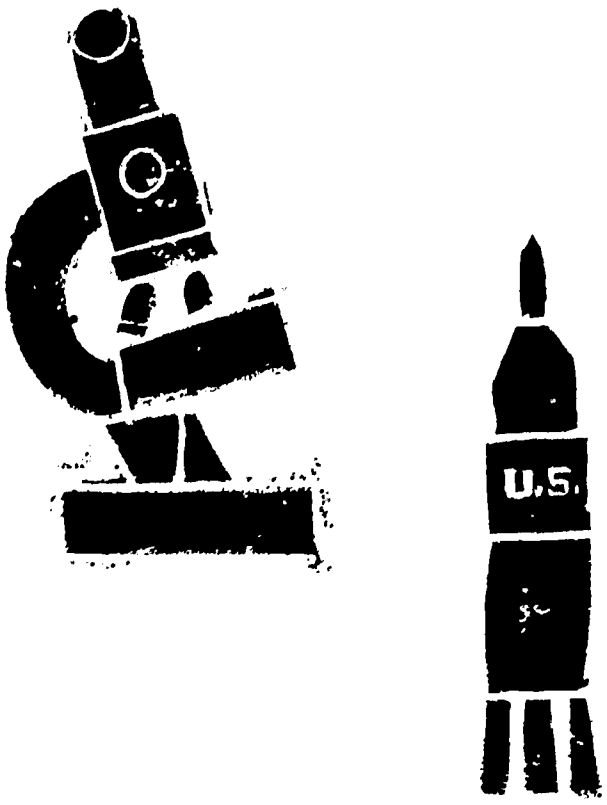
1. **HOW DO YOU KNOW?**—An exploration of the role of the senses in learning and in scientific observation.
2. **SORTING THINGS**—The organization and classification of materials.
3. **EXTENDING OUR SENSES**—The problem of extending the senses by using instruments.
4. **WHAT DO YOU DO WITH NUMBERS?**—A discussion of the use of measurement and graphing.
5. **HUNCHES AND GUESSES**—An examination of the use of hypotheses and prediction in scientific research.
6. **EXPLORING GASES**—Ways of collecting and preparing gases.
7. **CRYSTAL CLEAR**—The process of experimentation.
8. **PUSH AND PULL**—The importance of making useful definitions.
9. **THE MAGNET EARTH**—An explanation of the ways to interpret data.
10. **HOT AND COLD**—Methods of communicating.
11. **WHAT DO YOU THINK?**—The value of prediction.
12. **EXPLORING PLANTS**—Points out the value of experimenting with one variable, where possible.
13. **SEESAWS, SLIDES AND SWINGS**—Various levers are used to point up the importance of space-time comparisons.
14. **DRAWING A PICTURE OF NATURE**—An explanation of how learning may be increased when conceptual models are drawn up.

Quad tapes or a kinescope of typical lessons from LET'S EXPLORE SCIENCE—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes on request from Great Plains Library. There is no charge for this service other than return postage. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by the Portland (Ore.) Public Schools at KOAP-TV

ADVENTURES IN SCIENCE

(for Grade 5)
Fifty-two, 30-minute lessons



"Adventures in Science" is a carefully organized course employing special scientific techniques for the benefit and enrichment of fifth grade science students.

General objectives of the course are many but the educator should be alerted that the course is not meant to provide a total teaching program but rather to act as a supplementary means of enrichment. And because of the nature of this type of instruction, it is presumed the classroom teacher will be able to devote more time to the special interests of groups or individuals.

Among the general objectives of the telecourse:

—To acquaint the pupils with fundamental truths and specific subject matter in the field of science;

—To stimulate the students' interest in and curiosity about the sciences and to motivate them to respond to the program by research and experimentation;

—To develop understandings and principles through the study of scientific facts and the application of these same understandings and principles in other areas of human endeavor; and

—To encourage pupils to develop "scientific thinking" based upon logical and critical procedure.

The series is divided into four basic units—*Adventures With Living Things, Adventures in Weather, Adventures in the Universe*, and *Adventures With Energy*. Each unit consists of 12 lessons. In addition there is an "open lesson" at the conclusion of each unit to provide for review and summary.

The lessons of "Adventures in Science":

—What Are Living Things?
—Unseen Plants
—Seed Plants
—Invertebrates: Unseen Animals
—Invertebrates: Simple Animals
—Invertebrates: Jointed Animals
—Vertebrates: Fish
—Vertebrates: Amphibians
—Vertebrates: Reptiles
—Vertebrates: Birds
—Vertebrates: Mammals
—General Summary
—Culmination Program
—Weather Signs
—Our Atmosphere
—Temperature
—Air Pressure
—Wind
—Humidity
—Precipitation
—How Are Clouds Formed
—Important Cloud Formations
—Hurricanes and Tornadoes
—How You Can Forecast the Weather
—General Summary
—Culmination Program

—The Nature of Our Universe
—Constellations
—Our Solar System
—The Sun and Its Effect Upon the Earth
—Man on Mercury?
—Venus & Earth—Twin Planets
—Man on Mars?
—Jupiter & Saturn
—Uranus, Neptune & Pluto
—The Earth in Motion
—The Moon & Its Relationship to the Earth
—General Summary
—Culmination Program
—Simple Machines: The Lever
—What Is Sound?
—What Is Light?
—Static Electricity
—Magnets
—Making Electricity
—Elements of an Electric Current
—Electricity Through Wires
—Electricity Without Wires
—Space Travel Laws
—Problems of the Astronauts
—General Summary
—Culmination Program

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHER: A. Edward Ooghe ***Produced by the Richmond, Va., Public Schools at WCVE-TV***

THE SCIENCE ROOM

(for Grade 5 or 6)
Thirty-two, 20-minute lessons

TV TEACHER ROBERT CRUMPLER

This course serves as a vehicle to bring into the child's experience those things which are not likely to be found in the ordinary classroom situation—demonstrations of atomic energy, a demonstration of the versatile laser light, and lectures by guest weather forecasters.

Content of the series is based on traditional fifth and sixth grade science curricula, covering topics in the living sciences, physics, chemistry and earth science. Although the programs are grouped into units of a similar topical content, each lesson can stand alone. Thus, the sequence of the lessons may be altered to more closely correlate with the local curriculum.

Teacher Robert Crumpler has outlined three major objectives of the course:

—To introduce to the young mind science as a discipline, to define that discipline, generate a respect for it and to encourage its continued use;

—To arouse the spirit of inquiry through discovery and to encourage the child to use his discovery as the basis for further inquiry until it becomes a habit; and

—To stimulate an interest in science, showing that it is an exciting, absorbing field of study.

Mr. Crumpler has classroom teaching experience as well as having had supervisory responsibilities in science instruction and in curriculum development for the Cleveland, Ohio Public Schools. He holds a Master's Degree from Western Reserve University in Cleveland.

A comprehensive teacher's guide offers ample suggestions for introductory activities and vocabulary as well as follow-up experiences.

Lesson topics of "The Science Room":

1. **The Earth: Its Beginning and Basic Parts**
2. **The Earth: Fossils**
3. **The Earth: Geological Time Scale**
4. **Heat as a Form of Energy**
5. **Heat: Atoms and Molecules**
6. **Heat: Capacity**
7. **Heat: Expansion and Contraction**
8. **Heat: Conduction—Convection**
9. **The Steam Engine and Turbine**
10. **The Internal Combustion Engine**
11. **Airplane Engines—Jets**
12. **Diving Devices**
13. **Minerals in the Sea**
14. **Vertebrates and Invertebrates in the Sea**
15. **The Ocean: Microscopic Plants and Animals**
16. **What is Sound?**
17. **Sound and Communications**
18. **Television**
19. **Atoms and Their Fundamental Particles**
20. **The Element: Atomic Number and Weight—Isotopes**
21. **The Atom and Static Electricity**
22. **The Atom and Current Electricity**
23. **The Telescope**
24. **The Solar System**
25. **The Sun and Other Stars**
26. **The Moon**
27. **Plants: Reproduction-Pollination**
28. **Plants as Food Makers—Photosynthesis**
29. **Plant Growth—Hormones**
30. **Reproduction—Other Means**
31. **Microscopic Plants**
32. **The Cell**

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by The ETV Association of Metropolitan Cleveland at WVIZ-TV

THE WORLD OF SCIENCE

(for Grade 6)
Fifty-two, 30-minute lessons

"The World of Science" takes a more specialized look at some of the material introduced in the "Adventure in Science" series. The course is again divided into four units, tightening the scope of the science fields explored initially.

The World of Geology deals with the formation and structure of the earth, rocks and minerals and geological phenomena. *The World of Chemistry* explores chemical reaction and the atomic structure of matter. *The World of Physics* pays particular attention to different types of propulsive power and modes of transportation. *The World of Life Processes* outlines these processes as they apply to and are used by plant and human life . . . and takes a look at the various bodily systems of a human.

Teacher Edward Ooghe took his Bachelor of Arts (1954) and his Master of Arts (1963) degrees from the University of Virginia. He taught at the elementary level in 1954-55 and after a tour of duty in the U.S. Navy, was a junior high school physical education, science and mathematics teacher in Richmond, Virginia, until 1960.

That year he successfully auditioned for the Richmond Public Schools as a television teacher of elementary school science.

As in the previous course, the basic objectives of "The World of Science" are to acquaint the students with fundamental truths and specific subject matter in the field of science and, at the same time, to stimulate and motivate them to engage in an independent program of research and experimentation.

An extremely helpful study guide accompanying the course contains lesson outlines, suggested related activities, diagrams, vocabulary lists and testing forms.

TV TEACHER A. EDWARD OOGHE

The lessons of "The World of Science":

—Formation of the Earth
—Structure of the Earth
—Oceans of the Earth
—Geological Eras
—Mountain Building
—Weathering & Erosion
—Rocks and Minerals (two lessons)
—Effects of Past Life
—The Lowlands
—Geological Phenomena
—Review and Summary
—Culmination Program
—Atomic Structure of Matter
—Molecular Theory
—Elements, Mixtures and Compounds
—Acids, Bases & Salts
—Chemical & Physical Change
—Chemical Reaction (Three lessons)
—Chemistry in the Home
—Chemistry in the Body
—Nuclear Reaction
—Review & Summary
—Culmination Program
—Solving Problems
—Electricity—Uses and Problems
—The Generator—Problems of Power
—Atomic Reactor—Problems of Control
—Problems of Volts and Amperes
—The Electric Motor
—Other Uses of Electricity in the Home
—Transportation
—The Gasoline Engine
—From Oars to Atoms
—Problems of Flight
—Review and Summary
—Culmination Program
—Life Processes in Plants
—Food-Getting by Plants
—Respiration in Plants
—Life Processes in Man
—Human Skeletal System
—Human Muscular System
—Human Digestive System
—Human Respiratory System
—Human Circulatory System
—Human Nervous System (Two Lessons)
—Review and Summary
—Culmination Program

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by Central Virginia ETV Corp., Richmond, Va., at WCVE-TV

NEW DIMENSIONS IN SCIENCE

(for Grade 7)
Twenty-six, 30-minute lessons

This seventh grade series covers six units of study—astronomy, earth science, physics, chemistry, physiology and ecology.

Expressed objectives of the course are: to develop concepts through the study of facts in order to arrive at generalizations which are supported by these concepts . . . then, to raise questions that will stimulate independent research and analysis in order to reach conclusions based on student investigations.

The course is designed to help students apply generalizations, concepts and facts to the problems of daily life and, ultimately, to develop in the students a lasting interest in and curiosity about the fascinating and ever-growing world of science.

Objectives of the course are reached through developing in the students a basic understanding of the following six major generalizations, each falling in one of the six units noted above:

The earth is a small part of the universe (Astronomy); Conditions on earth have changed in the past and are changing today (Earth Science); Energy is subject to many changes (Physics); Matter is subject to many changes (Chemistry); There are many kinds of living things which carry on the same basic life processes (Physiology); and Living things are interdependent and must continually adapt to their changing environment (Ecology).

A comprehensive teacher's guide provides the classroom teacher with information on preparing material to be used in conjunction with the televiewing . . . a brief resume of the concepts to be developed . . . and many audio-visual and other instructional aids that can provide the resources for independent study and experimentation.

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

The titles of each "New Dimensions in Science" lesson (all expressed as basic concepts):

--Time and Space Are Relative Terms.
—There Are Many Kinds of Celestial Bodies in the Universe.
—All Celestial Bodies Are Governed by Certain Universal Laws.
—There Are Important Relationships Between the Earth and Other Bodies in the Universe.
—The Earth Has Changed Considerably in the Past.
—Evidence of Change in the Earth Is Found In Rocks.
--The Earth Is in a Constant State of Change Today.
—Man Can Predict with Varying Degrees of Accuracy Future Conditions on the Earth.
—There Are Many Different Forms of Energy.
—One Form of Energy Can Be Changed to Another Form of Energy.
—Every Force Is Supplied by Some Form of Energy.
—There Are Many Examples of Energy Changes in Our Environment.
--The Atom Is the Basic Structural Unit of Matter.
—Matter Can Be Changed Physically.
—Matter Can Be Changed Chemically.
—Changes in Matter Are Measured in Many Ways.
—The Basic Structural Unit of All Plants and Animals Is the Living Cell.
—All Living Things Require Certain Basic Essentials.
—All Living Things Are Engaged in Certain Basic Life Processes.
--The Means by Which the Same Life Processes Are Accomplished Will Vary from Living Thing to Living Thing.
—Plants Must Continually Adapt Themselves to Their Ever Changing Environment.
—Animals Must Continually Adapt Themselves to Their Ever Changing Environment.
—Nature Maintains a Delicate Balance Among All Living Things.
—Sometimes the Balance of Nature Is Upset.

TEACHER: A. Edward Ooghe

Produced by Central Virginia ETV Corp., Richmond, Va., at WCVE-TV

EARTH AND SPACE SCIENCE

(for Junior High Level)
Forty-eight, 20-minute lessons

The rapid and continuous progress being made in this, The Age of Space, has thrown a mighty challenge to school administrators and teachers as they strive to enlarge the scope of space science education.

Such is the reason for this course which attempts to broaden the student's understanding of his physical environment. With the advent of man's wandering into space only a few short years in the past, it is of vital importance that all students know more about the earth on which they live and the realm of space to which their future lives may be increasingly oriented.

The described course is presented as a joint effort between the classroom and the television teacher. Planned to run 18 weeks (three televised and two classroom lessons per week), the classroom time is to be used for individual and group investigation, additional demonstrations and experiments, field trips, and other supplementary study.

Material covered is divided into three general areas: astronomy, geology and meteorology. Since biology, physics and chemistry are covered more fully elsewhere in the junior high science curriculum, only such content from these areas specifically necessary for explanation and demonstration are used in the telecourse.

Whereas general science attempts to cover all the realms of science in a sketchy manner, "Earth and Space Science" gives a more detailed view of the three areas it covers and demonstrates the scientific processes and approaches to problem solving.

A teacher's guide, which accompanies the course, is designed to help the classroom teacher integrate the entire program of class activities. The guide also contains bibliographic references for both student and teacher, suggested follow-up and non-telecast activities, additional experiments, unit tests and a two-week preparatory program to be used before the course actually begins. A variety of auxiliary materials are available for use in conjunction with this series—teacher reference text, laboratory manual, a film transparency roil and diffraction grating replica. Contact Great Plains for ordering information.

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

The lessons of "Earth and Space Science":

—An explanation to the student that science is not a collection of isolated facts, but rather the utilization of the human mind to construct mental images or models that would aid in explaining observed phenomena in the universe.
—Development of the Ptolemaic "mental model."
—An explanation of instruments used in measuring time and motion.
—The use of triangles and the parallax effect in determining terrestrial and astronomical distances.
—Determining diameters of the sun and moc Also an explanation of both lunar and sola. eclipses and phases of the moon.
—Introduction to telescopes.
—Determination of the relative and absolute distances of the planets.
—Measurement of distances beyond the solar system using stellar parallax. Also, determination of the velocity of light.
—Description of Project Apollo (lunar probe).
—The spectroscope as a means of investigating characteristics of the visible spectrum. Also, a study of light as a form of energy.
—Means used in charting the brightness of stars. The use of light as a means of measuring distance to stars.
—Celestial navigation.
—A demonstration and exploration of the "inverse square law."
—Kepler's laws of motion and how they better describe the orbits of planets about the sun.
—Dr. Willy Ley discusses space exploration.
—The forces involved in planetary motion with emphasis on Newton's laws.
—Construction of a mental model of the universe. Also, the Doppler effect as a means of interpreting the universe.
—Dr. Sherman Shultz, instructor in astronomy at Macalester College in St. Paul, Minn., displays and explains the uses of his observatory. He also describes the construction of a reflector telescope.
—A comparison of the gross features of the earth compared with other planets of the solar system.
—Development of the chemical background necessary for an understanding of minerals and rocks. Also, an introduction to atoms and elements.
—Earthquakes and an explanation of the seismograph.
—How elements combine to form minerals.
—More mineral identification.
—Identification of rocks.
—A discussion of weathering—mechanical, chemical and organic.
—Destructive forces which change the surface of the earth—water, ice and wind.
—Dr. Schwartz discusses the geologic processes involved in the formation of the iron region of northern Minnesota—with a special emphasis on weathering as the agent responsible for concentrating the rich ores on the range.
—The results of destructive forces acting on the surface of the earth.
—Constructive forces on the earth's surface —construction and vulcanism.
—A discussion on the headward recession of water falls. Guest lecturer is Dr. George A. Thiel, retired chairman of the geology department, University of Minnesota.
—The other major constructive force—diastrophism (folding and faulting).
—A presentation of the methods by which geologists interpret the geologic history of the earth.
—Glaciers and ice sheets. Guest lecturer is Dr. John Stone of the Minnesota Geological Survey, University of Minnesota.
—An investigation of the geologic history of the earth through an interpretation of rock strata.
—Methods used in determination of the age of the earth.
—Dr. Robert E. Sloan, assistant professor of geology at the University of Minnesota, narrates a brief trip through the Chicago Museum of Natural History. He describes relationships between the landforms and existing life of a portion of the Paleozoic era and suggests reasons for succession or change.
—Changes occurring in both landforms and life during the Paleozoic and Mesozoic Eras are traced.
—The changing environment during geologic time with primary emphasis on the Cenozoic Era.
—Dr. Sloan discusses formation of the cool swamp during the Pennsylvanian Period.
—An introduction to meteorology. And a study of the construction of the earth's atmosphere.
—The reasons for temperature variations through an understanding of heat energy received from the sun. Also, a study of the transmission of heat by conduction, convection and radiation.
—Guest lecturer Dr. Ward J. Barrett, assistant professor of geography, University of Minnesota, considers the relationship between land and water masses in creating daily and seasonal changes in weather and climate. Also, a discussion of the two basic types of climate—maritime and continental.
—Changing atmospheric pressure and how it is measured.
—Wind circulation and how it relates to pressure and temperature changes.
—Guest lecturer Robert Collins, instructor in earth science at Deephaven Junior High School, Minnetonka (Minn.) Public Schools, explains the measurement of weather, types of observations made and instruments used in making observations.
—A discussion of the hydrologic cycle—evaporation, condensation and precipitation.
—The development of air masses, their sources and their motion across the surface of the earth . . . as well as the interactions of air masses upon meeting one another.
—A television weathercaster presents a standard television weather forecast . . . and the forecast is analyzed.

TEACHER: John Wells

Produced by Twin City Area ETV Corp., St. Paul, Minn., at KTCA-TV

AROUND THE CORNER

Thirty-five, 15-minute lessons (for Grades 1 or 2)

This sparkling primary level social studies series offers viewing students the opportunity to broaden understandings of the world about them. It accomplishes this through widespread investigation of mankind's basic needs. These needs are compared among the various civilizations . . . and the students are led to discover the similarity of these needs —and how they are satisfied—the world over.

The lessons of AROUND THE CORNER are designed as enrichment and supportive experiences and are not meant to take the place of basic and developmental instruction.

The basic aim of the series can be thus described: as children are invited to examine the likenesses of people and are led to recognize the right of people to be different, they will understand others—and themselves—better.

The problem solving approach is used to develop the understandings posed during the series. The children viewing AROUND THE CORNER will come to realize that people all over the world are faced with the problem of feeding, clothing and sheltering themselves. The all-encompassing need of caring for others is highlighted in this telecourse.

Mrs. Kiburtz (the TV teacher) is a graduate of Oberlin (Ohio) College and took her master's degree from the University of South Florida. Her classroom experience has been in the first, third and fourth grades. From time to time, Smokey (see picture) appears with Mrs. Kiburtz on AROUND THE CORNER. Florida school children familiar with the series reportedly look forward with great anticipation to Smokey's visits.

The teacher's guide accompanying AROUND THE CORNER is also structured around the study of man's basic needs. Suggested activities noted in each lesson are merely ideas to be used at the teacher's discretion. Many original ideas should be a natural outgrowth of each of the lessons. Lists of books, films and filmstrips are found at the end of each lesson section.

OUTLINE OF THE COURSES: Lesson number, title and annotations:

1. WE GO AROUND THE CORNER—People everywhere live together in family groups.

2. WHO TAKES CARE OF US?—The universal interrelationship of family members and the importance of the mother.

3. BOYS GROW UP TO BE MEN—The importance of the father's family role.

4. ARE YOU THE YOUNGEST OR THE OLDEST CHILD?—Each family member contributes and shares in family pleasures and responsibilities

5. DO YOU HAVE RELATIVES THAT YOU OFTEN VISIT?—Relationships between generations can be mutually supporting . . . and sequence between generations adds to an understanding of time.

6. AN APPLE A DAY—When one is ill, he can call on the help of a doctor. Consideration should be shown someone who is ill.

7. IS YOUR PET A MEMBER OF YOUR FAMILY?—People have a special responsibility to take care of their pets.

8. DOES EVERYONE EAT THREE MEALS A DAY?—The need for food is universal. Plants, animals and people all need food to survive.

9. BREAD, RICE OR POLAR BEAR MEAT?—What foods people eat is usually determined by their environment. Staple foods differ from country to country.

10. WHY DO WE NEED FARMS—Farmers are important for they provide the food we eat.

11. FARMING IS EASIER TODAY—Improved tools and machines of our time help us produce food faster and better.

12. FOOD FOR SUPERMARKETS—One farm family can produce enough food to feed several families. In addition to the farmer, we depend on processors, packagers and distributors of farm products.

13. COW'S OR CAMEL'S MILK—Specialized distribution processes make it possible for us to enjoy fresh foods even though we live miles from the source. The modern dairy is an example.

14. WHY IS FRUIT GOOD FOR US?—Fruit is a valuable nutritional food.

15. A PLACE TO EAT AND BE SAFE—All families need shelter—a place to eat, to sleep and be protected. Homes are designed and built to take care of as many of our needs as possible.

16. IGLOOS AND PALM BRANCHES—A house provides protection from weather and from danger. Families who live in different parts of the world require different kinds of houses.

TV TEACHER MARJORY KIBURTZ and SMOKEY

17. WHY ARE SOME HOUSES BUILT ON STILTS?—When building shelters, people often use materials found nearby. A kind of shelter suitable for one climate is often not suitable for another.

18. WHERE DO YOU PLAY IF YOU LIVE IN A CITY?—Both cities and farms are essential to our economy. Families living in cities have close neighbors but often do not enjoy yards or gardens.

19. WHO HELPS PROTECT US AND OUR HOMES?—The importance of services—police and fire departments—to protect life and property in a community.

20. WHAT DO YOU WEAR TO SCHOOL?—Clothing, a basic need of all people, provides comfort and protection.

21. DO CHILDREN IN HOT LANDS DRESS AS YOU DO?—Dress varies around the world—the weather and climate being the determinent.

22. WHAT KIND OF SNOWSUITS ARE THERE?—People adapt their clothing to their environment.

23. WHERE DO OUR CLOTHES COME FROM?—People make their clothing from the materials available. For example: cotton, silk, wool. Sewing machines and factories make it easy to buy clothes that fit.

24. LEAVE YOUR SHOES OUTSIDE THE DOOR—Clothing and how it is worn varies according to tradition and custom.

25. NURSES CAPS AND BAKERS HATS—The various occupations of people require that they wear special kinds of clothing or uniforms.

26. MONEY—People are paid for their work. The money realized is used in exchange for goods or services.

27. EARNING MONEY BY HELPING OTHERS—There are many different kinds of work. Many occupations require different skills and abilities.

28. IF MACHINES WORK, ARE THEY LIKE PEOPLE?—Tools and machines, properly used and maintained, help us produce faster and better. But it is **man** who invents these devices to do his work.

29. THE MONKEES UP TO BAT?—Many people with special talents earn money by entertaining other people.

30. WHAT WILL YOU BE WHEN YOU GROW UP?—There are many jobs from which people can make a career choice.

31. MAKE BELIEVE FUN—People need enrichment for their daily existence. An important need is the need for having fun.

32. WHAT GAMES CAN FAMILIES PLAY?—Because of the labor saving machines of today, people have more free time for fun. Members of a family unit can cooperate in planning things that are fun.

33. STORY TIME IS FUN—Reading is a good way to enjoy oneself. Books provide experiences that otherwise would not be available.

34. PEOPLE SING ALL OVER THE WORLD—The fun of singing together is universal wherever there are children.

35. WE'VE GONE AROUND THE CORNER—The series is summarized . . . and **love** is stressed as the greatest of the world's needs.

Produced by Florida West Coast ETV, Inc., at WEDU-TV, Tampa, Fla.

OUR CHANGING COMMUNITY

Twenty-eight, 15-minute lessons (for Grades 3 or 4)

Today's busy and constantly changing world yields stark evidence to the vital need for extending a child's knowledge to include an understanding of the many elements that constitute such change. OUR CHANGING COMMUNITY fully explores these elements by developing ideas from the social science disciplines of geography, history, political science, sociology and economics.

Developed for use at the third grade level, OUR CHANGING COMMUNITY could also have proper application at the fourth grade level, dependent on curricular needs and student development. The series contains twenty-eight, 15-minute video taped lessons produced by the Valley Instructional Television Association (VITA) of Sacramento, California, at KVIE-TV.

Throughout this telecourse, the children are provided the opportunity to compare the present with the past and, by so doing, develop historical perspective. The concept of change is examined from many viewpoints—the different ways in which people live and work now, as they did in the past, and how they may in the future. High production (on-location filming and taping) and content value make OUR CHANGING COMMUNITY a truly fascinating and stimulating experience to the viewing student.

The lessons are planned so that each one will suggest a variety of related activities designed to extend the children's knowledge and deepen their understanding. The telecast lessons are open-minded, allowing the teacher considerable leeway in planning follow-up activities appropriate for the class. The series of lesson topics is not only flexible enough to permit wide choice of related or concurrent activities, but is carefully structured to provide a solid framework on which to build a social studies program.

OUR CHANGING COMMUNITY employs the "problem solving" process of teaching. This process incorporates the elements of discovery and inquiry and has as its basic objective that of stimulating the student to think objectively and analytically . . . thus arriving at his own interpretation of the problem under question.

AN OUTLINE OF THE COURSE—Lesson numbers, titles and annotations:

1. WHAT IS A COMMUNITY?—Our world has many kinds of communities (large, small, rural, etc.). People have learned to live cooperatively with their neighbors.

2. WHAT IS CHANGE?—Change is a continual process, a condition of human society with which students need to become comfortable and familiar.

3. THE INFLUENCE OF LAND FORMS—The shape of the land influences the location of communities and the way people live.

4. THE AVAILABILITY OF NATURAL RESOURCES—The distribution and use of natural resources affects where people live and how well they live.

5. THE DEMANDS OF INDUSTRY—The needs of industry include such factors as a labor force, power supply, water resources, raw materials and transportation.

6. THE WEB OF TRANSPORTATION—Communities grew because of their location . . . where goods and people started, stopped or transferred.

7. THE NEEDS OF DEFENSE—Early settlers lived together for mutual protection and defense. Today installations have been established at strategic locations and in communities designed for the development of military equipment and supplies.

8. WHEN PEOPLE MOVE—Why do they move? How do they make decisions about where to move? What do they need? What do they do? How do they feel about moving?

9. PROBLEMS PEOPLE FACE—Finding a home, employment, school, church, friends, recreational opportunities, medical and dental facilities, shopping centers.

10. PROBLEMS COMMUNITIES FACE—Communities need to provide services, facilities, and protection for an increasing population.

11. IN THE FAMILY—Ways of living together and ways of working have changed, not only for father and mother but for all members of the family. Increased leisure time has also brought about many changes.

12. IN THE SCHOOL—Increasing school populations have brought consolidated schools, longer periods of schooling and more diversified educational offerings.

13. IN COMMUNITY GOVERNMENT—When men live together in groups, some form of government is necessary to achieve order. Civic functions become highly organized and specialized.

14. IN COMMUNITY SERVICE—Our communities now provide many services once the responsibility of the individual himself . . . services that are for the welfare of the citizens of the community.

15. FREEWAYS—Freeways encourage mobility through increasing ease of travel for people and goods; affect the location of housing and industry; and extend the area for supplying labor and marketing goods.

16. TRAINS AND PLANES—Man is no longer limited to his immediate environment. As man's technology has advanced he has been able to travel and exchange goods and services state-wide, nation-wide and world-wide.

17. HOUSING—As people are drawn toward centers of industry and government, housing undergoes great change as homes are built "up" or "out' into the surrounding areas.

18. REDEVELOPMENT—Old and crowded cities can be improved by removal of obsolete buildings and by better planning for construction of new buildings, malls and other modern facilities.

19. POWER—As man invents new sources of power, he opens up new fields for exploration and invention, and increases the comfort and efficiency of his daily living.

20. MANUFACTURING AND INDUSTRY—The invention of machines, new processes of manufacturing, development of new materials and products, have changed ways of living.

21. WATER—Water has enabled people to use the land more efficiently. The control of water has caused significant changes in agriculture, power and recreation.

22. NEW WAYS TO USE THE LAND—Review of new ways in which people have used the land to build a satisfying way of life; to meet their needs in a better way; and to utilize their resources more efficiently. The use of the land will continue to change to meet the needs of the future.

23. NEW MEANINGS FOR CONSERVATION—Changing emphasis on community and individual responsibility from wise use of natural resources, to the principle that the natural resources belong to us and to future mankind, with the obligation to use wisely, replace and restore.

24. NEW ANSWERS FOR BASIC NEEDS OF FOOD AND CLOTHING—Man constantly seeks to better satisfy his needs for food and clothing; the search results in new fabrics, new ways of processing foods, and in new foods and materials.

25. NEW ENVIRONMENTS OF SEA AND SPACE—As man's desire, level of technology and need for additional resources increase, he makes more complex use of sea and space.

26. NEW DEVELOPMENTS IN COMMUNICATION—As man has made scientific and technological advances in the past, his ways of living have changed; and because man continues to explore, discover, invent and think, his ways will continue to change.

27. WHERE HAVE WE BEEN?—Evaluation and summary lesson.

28. WHAT'S NEXT?—What changes can be expected in the lifetime of this generation . . . in generations to come? What might be the responsibilities of citizens living in the community of tomorrow?

Quadruplex video tapes or a kinescope of typical, representative lessons from OUR CHANGING COMMUNITY—along with a sample copy of the accompanying teacher's guide—are available for previewing, on request, from Great Plains Library. There is no charge (save for return postage on the material) or obligation connected with this previewing service.

TV TEACHER MARJORIE PRENTICE was an elementary teacher before joining the Valley ITV Association's staff as a teacher/consultant. Her teaching experience ranges from a two-room school in Mosquito, Calif., to self-contained classrooms, team-teaching situations and the coordination of a non-graded program for primary grades. A native of Massachusetts, Mrs. Prentice received a B.A. in psychology from Washington University in St. Louis and an M.A. in educational administration from Sacramento (Calif.) State College.

Produced by the Valley Instructional Television Association, Sacramento, Cal., at KVIE-TV

CULTURAL UNDERSTANDINGS

Fourteen, 30-minute lessons (for Grades 5 or 6)

Great Plains National considers this telecourse a vitally important addition to its growing offering of social science enrichment materials recorded for use in a program of televised instruction.

CULTURAL UNDERSTANDINGS, produced by the Denver (Colorado) Public Schools at KRMA-TV, is designed to increase understandings of the cultural heritage, attitude and contributions of—and opportunities for achievement by —each of four minority ethnic groups in the United States.

Each of the ethnic groups—Asian American, American Indian, Spanish American and American Negro—is presented in the series with a three-program unit. There are also excellent introductory and summary lessons.

John Rugg, seen on the popular GEOGRAPHY and AMERICANS ALL series (both also distributed by Great Plains National), is the TV teacher-host for CULTURAL UNDERSTANDINGS.

In addition to the high production and academic values always evident in Denver-produced materials, CULTURAL UNDERSTANDINGS represents an important first at Great Plains National... for it is the first telecourse to be offered by GPNITL on **COLOR VIDEO TAPE** as well as in the monochrome format.

In an introduction to the teacher's guide accompanying the telecourse, Paul H. Schupbach, director of Great Plains National, notes:

"Though concepts developed in this telecourse embody the experiences of minority ethnic groups, we feel such concepts represent basic and viable ideas applicable to all members of the Family of Man.

"And, although production situations are oriented to Denver, Colorado, and the Southwestern United States, one can easily transfer the ideas and concepts to other cities and regions of the country where there are parallel needs for cultural understandings."

Among the general concepts developed in CULTURAL UNDERSTANDINGS:

—Every racial or ethnic group represented within the United States has made important historic contributions to the development of the country.

—Customs practiced by people as part of a culture are slow to change. The need for change must outweigh an old belief before changes occur.

—Prejudice is a barrier to understanding. Accurate knowledge may help eliminate this barrier... thus the continuing need for education in respect to how certain peoples live and why they behave as they do.

—Part of the strength of this nation lies in the diversity of its people, and in their right to disagree and yet work collectively toward satisfactory solutions to problems affecting all of us.

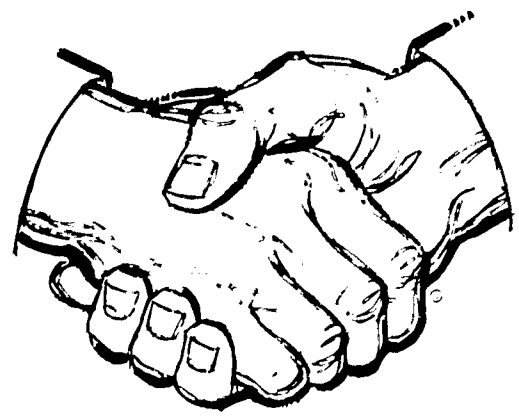
OUTLINE OF THE COURSE: Lesson numbers, titles and resumes:

1. SOURCES OF UNDERSTANDING—Teacher-Host John Rugg briefly surveys the introduction of European and Asian cultures to this continent . . . and the historically influential role that American Indian groups have had upon the development of our country. In this introductory lesson, Mr. Rugg also explains the who, why, how and what of the telecourse.

2. ASIAN AMERICAN HERITAGE—Students are visually introduced to the many aspects of a rich heritage that have become blended into the American way of life—food and dress, language, poetry, art and religion.

3. MEET THE HIRAOKAS—Viewers meet members of a Japanese American family and follow the many activities of their daily lives—at school, at work, and at play.

4. FESTIVALS, FUN AND THE FUTURE—Viewing students observe festivities of the Chinese New Year as it is celebrated in San Francisco and Denver . . . and become acquainted with other festivals that have deep meaning for Japanese Americans. The fun world is depicted in scouting activities, judo school, annual picnics and family fun in the mountains. Viewers will also see a cross-section of Asian Americans at work and how this work relates to their future.



5. RESERVATIONS IN THE SOUTHWEST—Indian reservations in the Southwest are visited via film. Viewers will meet governors of three of the 19 pueblos, see Indian life in the home and at school, learn of the ways Indians make their living, gain an understanding of the Indian governmental system and hear Indian leaders speak about the future of their people.

6. INDIAN LIFE IN A CITY—Through visits to Indian homes and to public schools Indian boys and girls attend . . . and through work situations and meetings of Indian organizations, the viewing students will meet Indian families living and working in Denver.

7. INDIAN ARTS AND CRAFTS—Seen are various exhibits of Indian arts and crafts. The viewer learns interesting facts about beadwork of the Plains Indians, Navajo sandpainting, Southwest pottery, Indian weaving and doll making . . . and the new directions Indian art is taking at Santa Fe's Institute of American Indian Art.

8. HISPANIC HERITAGE—Important aspects of Hispanic heritage are traced to emphasize many of the contributions that have blended into an American way of life. The viewing student, through on-location filming and recording, visits historic points in the Southwest and learns of religious heritage and agricultural influences in small New Mexican villages. Students will also relive—with a ranchero and his modern vaqueros—a way of life on one of the old ranchos of the Southwest.

9. HISPANIC CULTURAL ARTS—Language, music, dance, architecture and art are discussed and explained with visual techniques to help make children aware of the influence these cultural elements have had in the Southwest. Musical artists perform . . . historical and modern homes are visited to show the Spanish influence in architecture . . . and the folk art of wood carving and the making of Santos is demonstrated.

10. HISPANIC LIFE IN A CITY—The program focuses on the 50,000 Hispanic Americans now living and working in the Denver area. The viewing students see these people in their work world, in community activities . . . and gains an insight into the way they feel about certain things in their lives. A viewing highlight is the visit to a July 4th fiesta.

11. PATRIOTS AND WESTERN PIONEERS—A recounting of the important contributions made by American Negro patriots and pioneers in our history —in wartime as soldiers and in the early American West as cattlemen and other important personalities.

12. AMERICA—CULTURALLY SPEAKING—This lesson deals with the important contributions American Negroes have made in broad fields of cultural heritage—in art, music, literature, the theater, sports, motion pictures and dance. Featured are "The Singing 100," a talented choir from Manual High School in Denver. Through song and verse, the group brings meaning to this part of our culture.

13. AMERICAN NEGROES IN OUR CITY AND NATION—"Where am I going?" "What is in my future?" "What type of work will I be doing?" "Can I really make my dreams come true?" . . . this lesson attempts to answer in part these kinds of questions, particularly as they pertain to Negro boys and girls. Highlight of the program: renowned Negro actor Sidney Poitier speaks of his early life in the Bahamas and the difficulties he overcame to become one of the most important personages on the American dramatic scene. His message concerning the importance and value of reading should be an inspiration to all young people everywhere.

14. UNDERSTANDING FOR THE FUTURE—This concluding program emphasizes not only some of the historical contributions made by all ethnic groups but brings out as well the importance of the role that all groups play within our society today. The viewing student will hear young people, as well as adults, express themselves on problems affecting all of us . . . and offer help to bring about better understanding for the future.

Quadruplex video tape (either color or monochrome) or a kinescope (black and white) of typical, representative lessons from CULTURAL UNDERSTANDINGS—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes on request from Great Plains Library. There is no cost (save for return postage on the material) or obligation connected with this previewing service.

Produced by Denver (Colo.) Public Schools at KRMA-TV

RECORDED INSTRUCTIONAL TELEVISION COURSES for the SECONDARY AND ADULT LEVELS

All Telecourses Outlined in This Section of the Catalog are Available for Lease on Either Standard Quadruplex or Helical Scan Video Tape Configurations (Please Refer to Last Page of This Catalog).

PREVIEWS OF THIS MATERIAL ARE AVAILABLE ONLY ON QUADRUPLEX VIDEO TAPE OR KINESCOPE.

OFFICE CAREER TRAINING

Thirteen, 30-minute lessons (for Secondary and Adult)

This comprehensive telecourse has as its basic objective that of qualifying the student viewer not only to merely handle an office job but also to grow and advance in this work-field. It covers most of the phases of office procedure, but, because 85 per cent of openings in the office career field require a knowledge of typing, a major portion of this "Office Career Training" telecourse is devoted to typing instruction.

Additionally, the series appraises the job market, refines categories of office jobs—showing workers on the job—and provides detailed training on how to perform those office jobs offering the best opportunity for advancement. The course will also help people decide how to select job categories that are best suited to their special abilities . . . and then prepare them to do that job.

The TV teachers of "Office Career Training" include: Professor Lawrence Erickson, associate lean of the graduate school of business education, University of Los Angeles; Miss Lois Schantz and Miss Doris Foster. Professor Erickson, widely known for his research on typing training, has geared that phase of the course both to train people to type, or to increase the skills of those who already know how to type.

The Misses Schantz and Foster, both experienced teachers of office procedure, stress what an employee must know to perform a range of office jobs. Overall supervision of telecourse content was the responsibility of Mary Ellen Oliverio, professor of education, Teachers College, Columbia University, in New York City.

A study kit comprised of textbooks on office practices, typing, and booklets to facilitate guided self-learning is available at $15 per kit. Specific information on this material may be obtained by writing: OFFICE CAREER TRAINING, Box 310, Grand Central Post Office, New York, N.Y. 10017.

Great Plains Library will NOT handle quantity distribution of these kits.

Quad tapes or a kine of typical lessons from the course—along with a sample copy of the basic TV study guide for the telecourse—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

OUTLINE OF THE COURSE—Lesson numbers, titles and annotations:

1. CAREERS IN THE MODERN OFFICE. Introductory lesson to develop an acquaintanceship with the nature of the modern business office and the career opportunities available to the student.

2. A LESSON DEVOTED ENTIRELY TO TYPEWRITING. Eighty-five per cent of all office jobs require a knowledge of typing.

3. HANDLING TELEPHONE COMMUNICATIONS. Basic principles for good telephone usage also apply in the business world. Businesses register many complaints about office workers who do not use the telephone effectively.

4. HANDLING CALLERS. While many companies have receptionists who greet callers on their entry into the central office, most office workers must know how to greet visitors and assist them.

5. RECORDS MANAGEMENT IN THE OFFICE. Businesses keep many kinds of records. It is important that these records be systematically stored so they can be secured quickly when needed.

6. RECORDS MANAGEMENT (Continued). There are standard procedures used in preparing materials for filing and in retrieving materials from files.

7. HANDLING THE INCOMING MAIL. Modern businesses receive a great deal of mail each working day. In order that mail be routed to the proper persons, it is important that mail handling routines be well-organized.

8. HANDLING OUTGOING MAIL. Procedures for handling outgoing mail must be as well-organized as those for the handling of incoming mail.

9. COMPUTATION SKILLS IN THE OFFICE. There are many places in the modern office where computing is necessary. Figures are an important aspect of business. So many machines are available to speed the task of adding, subtracting, multiplying and dividing and an office worker may have the use of such a machine. She finds her work more meaningful if she understands the processes of fundamental arithmetic.

10. DUPLICATING TASKS IN THE MODERN BUSINESS OFFICE. Multiple copies are generally required of every piece of material prepared in the modern office. Methods for speedy and attractive duplication of copy are important to the efficiently operating business.

11. COMMUNICATIONS IN THE OFFICE. Communications are basic to modern business. To communicate accurately and appropriately it is important for all office workers to have command of English fundamentals.

12. THE WORK STATION. The modern office worker has a work station equipped for efficient and effective service. However, it is the worker's responsibility to keep the station in good working order.

13. SEEKING A JOB. Business needs a variety of workers to maintain the many activities that are a part of a modern enterprise. Opportunities are available for people with all types of interests and skills.

TV TEACHER LAWRENCE ERICKSON, associate dean of the graduate school of business education at the University of Los Angeles, handles the typing training lessons of "Office Career Training." MARY ELLEN OLIVERIO, professor of education at Teachers College of Columbia University in New York City, supervised program content for the entire telecourse. Other TV teachers (not pictured) are Lois Schantz and Doris Foster.

Produced by Manpower Education Institute of the American Foundation on Automation and Employment in New York City

TV SHORTHAND —ABC Stenoscript

(for Secondary and Adult)

Thirty-nine, 30-minute presentations

ABC Stenoscript, the method taught in this telecourse, is a shorthand technique which uses the alphabet instead of special symbols. Widely used in industry, ABC Stenoscript has excellent commercial applications for those with a knowledge of typing. It is being taught in more than 1,000 public schools, universities and colleges in the United States. The method is accepted by major business firms—including IBM, General Electric, Hughes Aircraft, American Institute of Banking—and by the Civil Service.

ABC Stenoscript is quickly and easily learned. The average person can attain a speed of 80 words per minute with a reasonable amount of practice and effort. Eighty words per minute is the entry-level requirement for stenography jobs.

The telecourse was developed by the Manpower Education Institute of the American Foundation on Automation, a labor-management organization headquartered in New York City which functions to develop job skills for those who work. The series was co-sponsored by the Commerce and Industry Association of New York, Inc.

In early 1967, New York City businessmen and business organizations were deeply concerned about the critical shortage of qualified office workers—and particularly about the shortage of men and women who could take shorthand. The need was so great that four television stations in New York City contributed public service air time in the spring of 1967 for presentation of the "TV Shorthand" course.

Public response was so favorable that the series was replayed in the summer of 1967. Many of the participants are now qualified stenographers and are helping to fill the 25,000 job openings per month gap in New York City.

The course was developed initially to help typists upgrade their jobs. It was instituted with this thought foremost in the developers' minds. However, it has been found to have practical application to a broad spectrum of the American public:

—The housewife who wants to return to office work at higher pay;

—The professional man or woman—doctor, engineer, journalist, lawyer, teacher—who has to make accurate and rapid notes;

—The high school and college student who has to take lecture notes; or

—Anyone who attends meetings or conferences and has to prepare notes.

Knowledge of the alphabet, a few simple rules and plenty of practice are the prime ingredients for successful completion of the course.

The Great Plains Library is now making this series available on video tape to educational institutions desirous of its use. It consists of 26 half-hour lessons and 13 half-hour review sessions. **Each review telecast is a review of the two previous lessons.**

Though not absolutely necessary, the student of ABC Stenoscript will find it extremely helpful to use a special Home Study Kit in conjunction with the telecourse. The study kit contains: a 196-page textbook with practice sections and a 5,000-word Stenoscript dictionary; a TV study guide with lesson-by-lesson outlines; a dictation book with practice space for each lesson; and four 12-inch LP records which cover all the rules and give practice dictation at gradually increasing speeds.

TV TEACHER CARYL P. FREEMAN, who holds an Ed.D. degree from New York University, has 13 years of experience in vocational education. Dr. Freeman recently developed a special series of filmstrips to be used for classroom instruction in Stenoscript ABC Shorthand and was the author and first teacher-coordinator of an experimental high school program designed to assist deprived students to attain vocational competence in office occupations. In addition, she has worked in various office capacities in businesses throughout the United States and has studied international economics at the Universities of Glasgow (Scotland) and Oslo (Norway).

OUTLINE OF THE COURSE: Lesson Numbers and Topics

1. Introduction; Writing *t*, *i*, and *j*; Dominant sounds; Vowel sounds; Double consonants.
2. Sound of *ch*; Past tense; Plurals; Punctuation; Paragraphing; Abbreviations; High-Frequency words (Group I).
4. Sound of *th*, *nd*, *nt*, *mond*, *mand*, *mend* and *ment*; Sound of *ng*; Suffix *shun*; Sound of *sh*; Sound of *nk*.
5. Review; Omission of *l* and *r*; High-Frequency words (Group II); Dictation practice.
7. Sound of *rd*, *rt*, *rk* and *ward*; Sound of *oi* and *ry*; Dictation practice.
8. Prefix *mis*; Sound of *ntr*; Prefix *dis* and *des*; High-Frequency words (Group III); Salutations and closings.
10. Review; Accentuated vowels; Dictation practice.
11. Sound of *st*; High-Frequency words (Group IV); High-Frequency word drills.
13. Suffixes *ity* and *nce*; Sound of *ble*; Dictation of letters.
14. Prefixes *con* and *com*; Sound of *contr* and *counter*; Sound of *eus*, *shul* and *shus*; 24 Brief forms.
16. Prefix *sub*; Suffixes *tive* and *ly*; Prefix *ad*; Dictation.
17. Suffix *ful* and *fully*; Sound of *circ* and *circum*; Theory review.
19. Prefixes *un* and *trans*; Sound of *ow*; Theory review.
20. Representation of days, weeks, months and years; Time, Theory test.
22. Selected theory review; Speed building practice.
23. Selected theory review; Speed building practice.
25. Speed building; Full-block letter form; Dictation for transcription.
26. Speed building; Modified-block letter form utilizing subject line; Dictation for transcription.
28. Modified-block letter form; Memo form; Speed building; Selected theory review; Dictation for transcription.
29. Memo form; Full-block letter form; High-Frequency word drill; Selected theory review.
31. Full-block letter form with attention line; Letter of recommendation with enclosure notation; Modified-block letter form with subject line; Office-style dictation.
32. Selected theory review; Speed building; Review of letter forms.
34. AMS letter form; Speed building; Selected theory review; High-Frequency word drill; Letter review.
35. Selected theory review; Speed building; AMS letter form; Unpreviewed dictation.
37. Selected theory review; Speed building; Style review; Envelopes; Dictation for transcription.
38. Envelopes; Speed building; Transcription efficiency; Formal testing.

Great Plains Library will NOT handle quantity distribution of these kits. They may be ordered (at $15 per kit) from: TV SHORTHAND, Box 310, Grand Central Post Office, New York, N. Y. 10017.

Quad tapes or a kine of typical lessons from the course—along with a sample copy of the TV study guide from the kit—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by Manpower Education Institute of the American Foundation on Automation and Employment in New York City

SPORTSMANLIKE DRIVING

(Secondary and Adult)

Thirty, 30-minute lessons

The constantly increasing need to provide learning experiences in the proper operation of a motor vehicle has caused the area of driver education to become one of major concern in today's secondary school curriculum.

"Sportsmanlike Driving" will provide some of the learning experiences necessary to this vitally important curricular area. Its lessons vividly present concepts in a manner not possible in the normal classroom or driving laboratory situation.

Fourteen months of painstaking work were involved in the production of this outstanding course. The producers exercised great care in seeking locations and conditions which would effectively and graphically demonstrate the instructive points of each lesson.

Illustrative concepts presented in the lessons of "Sportsmanlike Driving" will reinforce the classroom instructor with demonstrations of the most widely-accepted techniques and principles of safe driving. Leading safety and driver education specialists throughout the country were consultants during preparation of this series, thus making it one of the most thoroughly researched courses available for instructional television today.

Both the telecourse and the teacher's guide accompanying the course are designed to be compatible with *Sportsmanlike Driving*, long recognized as the standard textbook for driver education in the United States.

Author of the script and on-screen teacher for the course is Harold O. Carlton, Educational Consultant for the American Automobile Association. Mr. Carlton brings 30 years of pioneering, driver education experience to the presentation. His positive, direct and natural manner make "Sportsmanlike Driving" an extremely effective educational experience.

Great Plains Library is making the course available *for lease on video tape or for sale or lease in film and kinescope form*—and for both telecast or non-telecast use. The course may be used for telecast or non-telecast instruction by schools or as a public service presentation by ETV stations.

All thirty lessons are available on monochrome video tape. Fourteen of the thirty lessons are available exclusively on color film. They are so noted by "(COLOR)" in the lessons listing on this page. The balance of the lessons (sixteen) are on black and white kinescopes.

Also being made available are thirteen selected lessons from the full course. This selection, termed a "Refresher Series," was chosen to provide users with a review-type series geared for the experienced driver who may derive benefits from being reminded of some important driving principles either forgotten or neglected over the years. Lessons comprising this "Refresher Series" are coded with a star in the lessons listing below.

Potential users of this course via the video tape medium are directed to the "General Information" section of this catalog where a study of the lease-cost structure employed by the Library will reveal the costs involved. Because of the cost differentials involved in either leasing or purchasing the course as a film-kinescope presentation, potiential users in these media are invited to contact the Library for specific quotations.

Quadruplex video tapes and/or films and kinescopes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER HAROLD CARLTON

The lessons titles of "Sportsmanlike Driving":

1. **A Time to Live ★**
2. **How the Automobile Runs**
3. **Taking Care of Your Car ★**
4. **Physical Fitness and Traffic Safety**
5. **The Eyes of the Driver ★**
6. **Attitude and Behavior of a Good Driver ★**
7. **Traffic Laws Made by Nature ★**
8. **Traffic Laws Made by Man ★**
9. **Motor Vehicle Laws**
10. **Traffic Law Observance & Enforcement ★**
11. **Driver's Permit or Operator's License**
12. **Getting Ready to Drive (COLOR)**
13. **Fundamental Driving Techniques I (Automatic Transmission) (COLOR)**
14. **Fundamental Driving Techniques II (Standard Transmission) (COLOR)**
15. **Basic Maneuvers I (Turning & Backing) (COLOR)**
16. **Basic Maneuvers II (Hill Starts and Parking) (COLOR)**
17. **Advanced Driving (COLOR)**
18. **Night Driving and Seeing (COLOR)★**
19. **Reaction, Braking and Stopping Distances ★**
20. **Driving in Cities and Towns (COLOR)★**
21. **Driving in the Country (COLOR) ★**
22. **Driving on Freeways (COLOR) ★**
23. **Driving Under Adverse Conditions (COLOR) ★**
24. **Skids and Skidding (COLOR)**
25. **Alcohol and Drugs vs. Safe Driving**
26. **Traffic Safety, Vehicle Design and Equipment (COLOR)**
27. **Driving As Your Job**
28. **Buying and Insuring Your Car**
29. **Map Reading and Trip Planning (COLOR)**
30. **Traffic—Present and Future Needs**

Produced by the South Carolina ETV Network under auspices of the American Automobile Association

TV HIGH SCHOOL

Sixty, 30-minute lessons—for Adults (Covering the subject matter areas of: English, Mathematics, Social Studies, Science and Literature)

An estimated 53-million adults (ages 25-65) and seven-million young adults (ages 18-25) in the United States have never completed high school. Though the average high school graduate receives $75,000 more in lifetime earnings than the non-graduate, many people, because of lack of time or lack of opportunity, cannot enroll in evening or week end educational courses. Furthermore, most adults feel uncomfortable in a school.

To meet such a need, this unique course has been developed to help viewers pass the high school equivalency test. Fifty-four state and territorial departments of education issue an equivalency certificate to those who successfully complete the General Education Development (G.E.D.) tests prepared by the American Council on Education. An estimated three out of four individuals who follow the classes on "TV High School" and do the accompanying homework will be in a position to win their certificates from the state on their first try.

The course consists of 60 half-hour lessons of instruction in the content and skills of five required areas—12 lessons in each of these areas: English grammar, general mathematics, social studies, natural sciences and literature. Each subject is covered by a different teacher, all of whom are professionals in the field of adult education.

The four main objectives of the course are:

—To teach the major concepts basic to an understanding of each of the five subjects;
—To impart the skills involved in effective reading, problem-solving and English usage;
—To acquaint adults with the preparation necessary for G.E.D. examination; and
—To encourage renewed interest in education by reviewing and developing further skills of learning through independent study.

"TV High School" was developed by the Manpower Education Institute of the Foundation on Automation and Employment in New York City.

Specific information on the various textbooks and materials to be used in conjunction with this telecourse ($12.50 per study kit) may be obtained by writing: TV HIGH SCHOOL, Box 310, Grand Central Post Office, New York, N.Y. 10017.

Great Plains Library will NOT handle quantity distribution of this auxiliary material.

Quad tapes or a kine of typical lessons from the course —along with an outline of necessary auxiliary materials— are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Because of the tremendous economic value to students and the resulting impact on a community that provides this educational opportunity to its members, a complete, coordinated effort of all agencies concerned with the welfare of the citizens must be secured. Civic clubs, service groups, philanthropic organizations, business and industry councils, labor groups, governmental welfare organizations, educational agencies—in fact, every phase of community life—must be vitally involved if maximum value is to be derived from this course.

OUTLINE OF THE COURSE—Subjects, Lesson Numbers & Titles:

NATURAL SCIENCES
1. Man as a Scientist
2. Cells and Their Needs
3. Circulatory and Respiratory Systems
4. Health and Diseases of Man
5. Plant Processes
6. Earth in Space
7. Atmosphere and Weather
8. Heat
9. Matter
10. Energy
11. Electricity
12. Chemistry in Daily Life.

ENGLISH GRAMMAR
1. Use of Dictionary
2. Vocabulary and Spelling
3. Plurals and Capitals
4. Sentences
5-7. Punctuation
8. Verb Uses
9. Pronouns and Modifiers
10-12. Better Style and Usage.

SOCIAL STUDIES
1. Interpreting Social Studies
2. Geography of United States
3. Expansion of United States
4. Revolution and Independence
5. National Government
6. State and Local Governments
7. Growth of U.S. Economic Power
8. U.S. as World Power to 1940
9. U.S. as World Power since 1940
10-11. U.S. Social Concerns
12. The United States Citizen.

LITERATURE
1. What is Literature?
2. Forms in Literature
3. Literal and Figurative Language
4. Major Themes in Literature
5. Interpretation of Character in Stories
6. Interpretation of Character in Drama
7. Perceiving Mood in Literature
8. Author's Style—Determining Tone
9. Author's Style—Techniques
10. Interpretation of Poetry
11. Interpretation of Drama
12. Evaluating Literary Criticism

GENERAL MATHEMATICS
1. Our System of Numeration
2. Operations with Whole Numbers
3. Operations with Fractions
4. Operations with Decimals
5. Ratio and Proportion
6. Percentage
7. Uses of Percentages—Business and Social
8. Interpretation of Graphs
9. Measurement
10-11. Measurement and Geometry
12. Beginning Algebra.

The Manpower Education Institute will assist in securing this type of cooperation and coordination of effort. Locations contemplating use of this course should plan well in advance in order to secure the promotional and financial support necesary to assure the optimum effectiveness of such an educational opportunity. Commercial television operations, as well as ETV stations, can carry this course. Financial underwriting is also permissible.

Produced by Manpower Education Institute of the American Foundation on Automation and Employment in New York City

APPROACHING POETRY

Fifteen, 20-minute lessons and In-Service Program

The study of poetry is an area of educational experience which may sometimes present special problems. Trying to understand the highly personalized impressions conveyed by the poet is oftentimes difficult. The series described on this page is designed to assist the classroom teacher in this area.

APPROACHING POETRY features a balanced approach to the subject by taking into account the variety of ways one can approach and thus appreciate the poet's art. The television teacher is noted poet Bruce Cutler, professor of English at Wichita State (Kansas) University.

The fifteen lessons of APPROACHING POETRY are divided into five units of study. The first unit (Lessons 1 and 2) is designed to formulate a context of the appreciation of poetry as an art—that is: how do we recognize the experience or process we identify with the word "poetry" . . . and how can we begin to describe its significance?

Unit Two (Lessons 3 through 7) deals with the development of those skills in reading and careful thinking that allow us to identify the techniques or "tools" of the poet's craft. The third unit (Lessons 8 through 11) assembles the material previously discussed into a view of poems as unified works of art and attempts to answer the question: "What makes a poem memorable?" Unit Four (Lessons 12 and 13) is devoted to a discussion of the elements of textual and biographical study. The fifth unit (Lessons 14 and 15) takes up aspects of modern psychological and mythological studies of poetry.

To achieve a balanced approach throughout the five units, APPROACHING POETRY utilizes techniques of both the "New Criticism" as well as those of traditional historical analysis, stressing always the existence of these several approaches and the merits of each.

Available as a part of the series is a 30-minute, in-service introductory program for classroom teachers. Though use of this in-service program is optional, Great Plains recommends it as an extremely helpful teacher-training experience. Pulitzer Prize-winning poet Gwendolyn Brooks appears as an on-camera guest during the in-service lesson and also in Lesson 11 of the regular series.

In an introductory word to the classroom teacher, appearing in the teacher's guide which accompanies APPROACHING POETRY, the television teacher and producers note: "...We share your desire to open students' minds and hearts to this great area of human values, and to present them with convincing evidence for coming to regard poetry as a unique means of artistic expression."

OUTLINE OF THE COURSE: Lesson numbers, titles and annotations:

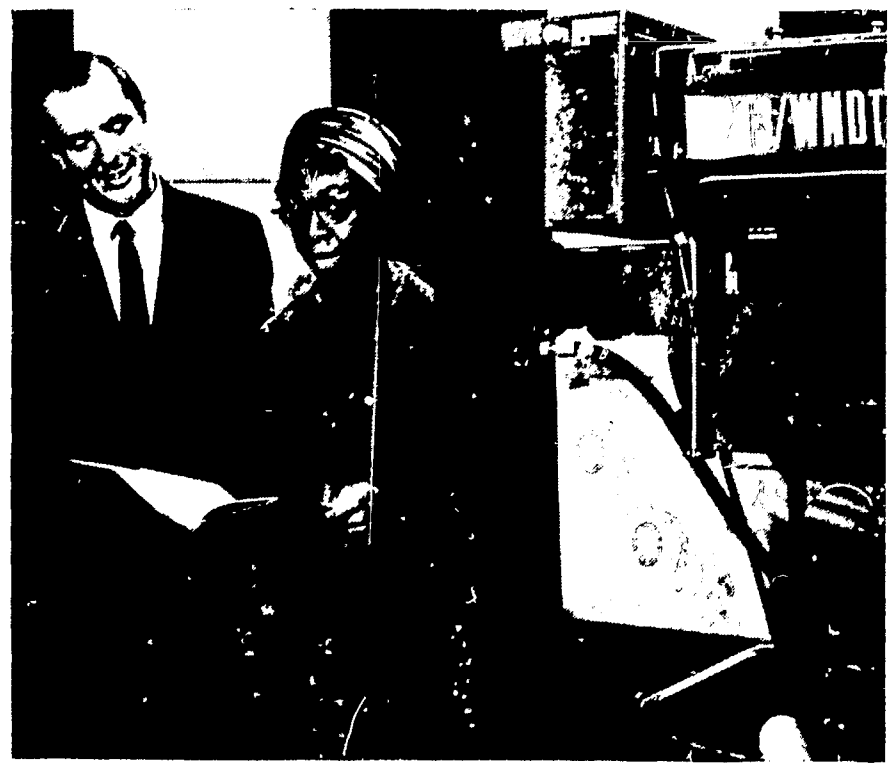
1. WHAT CAN A POEM BE?—Basic to any understanding of a poem is the ability to read carefully and critically and to think in an orderly manner. Modern advertising is an area where the materials and techniques of poetry are used.

2. THE VOICES OF A POEM—To what extent is poetry a performed art? What kinds of emotions and occasions have come to be identified with poetry?

3. FIGURATIVE LANGUAGE—Central to the craft of the poet is his ability to compare—directly or indirectly—certain persons, places, things, actions or qualities which are not usually associated with each other.

4. WORDS IN MOTION—The poet must achieve his ends with words alone. A sound is not only an element of a word but a meaning in itself. Discussed are: diction, connotative elements in language and onomatopoeia.

5. WORDS IN A LINE—The quality and tone of each individual word in a poem is amplified by its position among other words in units for the eye to scan and then for the voice to perform. We estimate the overall quality of the relationship of the words in a line of poetry with the overall "rhythm" and identify the particularity of its movement with the term "meter."



TV TEACHER BRUCE CUTLER confers with GWENDOLYN BROOKS, prize-winning poet who appears as an on-camera guest in the APPROACHING POETRY series. Teacher Cutler, professor of English at Wichita State (Kansas) University, has had more than 100 essays, reviews, poems and stories published in journals and periodicals in the United States, Canada, India and Chile. His book publications include: *The Year of the Green Wave, A West Wind Rises, Sun City,* and *A Voyage to America*—all by the University of Nebraska Press. Professor Cutler has been a Fulbright Lecturer in South America and Spain and studied under a Fulbright grant in Italy.

6. IMAGERY—In this lesson is discussed how the world's real and tangible things are imparted to the reader of poetry through an appeal to one of his senses.

7. THE MATTER OF RHYME—A review of how rhyme came to be established in English poetry. Rhyme can be achieved in many ways—end-rhyme, internal rhyme, alliteration, assonance, consonance.

8. THE WHOLE POEM: THE BALLAD—The poem as a story-song . . . however, the poem sung is not always the same as the poem read. The literary ballad is defined.

9. THE WHOLE POEM: "THE RIME OF THE ANCIENT MARINER"—The poem under discussion, in addition to being a literary ballad, is also a dramatic poem, a monologue and a well-ordered piece of symbolism.

10. THE WHOLE POEM: A FIELD OF VISION—A look at how the private experiences of poets are turned into something public and comprehensible.

11. THE WHOLE POEM: CHANNEL TO ACTION—A continuation of the discussion on the public functions of poetry by examination of the traditional role poetry has played in pointing out social problems calling for solutions. Pulitzer Prize-winning poet Gwendolyn Brooks is an on-camera guest.

12. THE BIOGRAPHY OF A POEM—Poets make changes in their poems and sometimes publish several different versions of a poem during a lifetime. The reader should understand why the poet makes these changes and revisions.

13. THE BIOGRAPHY OF THE POET—As a poem has a history, so has a poet. He can be influenced directly by forces in his environment . . . or he can be influenced by the effect of other cultures and literatures.

14. THE INNER EYE—Just as a poem is formed by influences from without, so is it also formed by influences that issue from deep within man's essential nature. Poetry has traditionally been identified with the deepest insights into man's soul and his psychological makeup.

15. TO THE NEXT DIMENSION—Just as we need the vision of both eyes to give depth to what we see, so we need the insight of a poet's view of his inner experience, as well as his outer world, to come to view "man in his mythic dimension." Limited as he is by his biological and psychological mechanisms, man can still be seen to prevail over the forces that surround him.

Quadruplex video tapes or a kinescope of typical, representative lessons from APPROACHING POETRY—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes on request from Great Plains Library. There is no charge (save for return postage on the material) or obligation connected with this previewing service.

Produced by Educational Broadcasting Corporation at WNDT-TV in New York City

THE PEACEFUL USES OF NUCLEAR ENERGY

Fourteen, 30-minute lessons (for Secondary Level)

Fourteen highly-talented specialists—all working scientists, educators, public servants and military personnel—bring their unique abilities and experience to this secondary level science enrichment telecourse.

The series was produced by the San Diego (Cal.) Area Instructional Television Authority in cooperation with the San Diego County Department of Education's Community Educational Resources Section.

Though the telecourse is classified as "science enrichment," its programs also represent significant contributions to the broad area of general culture... and should prove valuable in a variety of curriculum areas, including those of language arts, social studies and science. In general, this series is designed to present information relative to the peaceful uses of nuclear energy and the scientific, sociological, psychological, economic and political implications of these uses. Also considered during the video taped presentation are the effects of these forces in the past, at present and in the future.

Program host for each lesson is Don MacLean of the Department's Community Educational Resources Section. Most of the "teacher-scientists" featured in THE PEACEFUL USES OF NUCLEAR ENERGY are associated with General Atomic (now, Gulf General Atomic), a nuclear research-oriented organization located in San Diego. The firm (referred to as GGA on this page) played a large part in the development of THE PEACEFUL USES series, as did the San Diego Chapter of the American Nuclear Society.

Here's a listing of the fourteen on-camera guests who participated in the production of this outstanding telecourse:

DR GEORGE W. HINMAN—chairman, Experimental Physics Department of GGA; **DR. AL GOODJOHN**—associate manager, High Temperature Gas Cooled Reactor Division of GGA; **DR. JOHN GARRISON**—chairman, Physics Department, San Diego State College, and staff member of GGA involved in neutron cross section analysis; **DR. F. ROBERT SCOTT**—then assistant manager, Fusion and Plasma Physics Projects at GGA (Dr. Scott is now a professor in the Department of Physics and Astronomy at the University of Tennessee); **DR. HUGH B. STEWART**—department chairman of Nuclear Analysis and Reactor Physics at GGA; **DR. MARTIN O. STERN**—assistant chairman, Physics Department at GGA; **WAYNE FOWLER**—special assistant to the manager of Nuclear Power Reactors at GGA;

CHIEF RONALD J. SWEIG—technical officer for Deep Submergence System Project at Point Loma, Calif., and public affairs officer for Sea Lab III; **DR. ROBERT A. MEYER**—senior research and development staff member at GGA; **GEORGE SCHNURER**—assistant manager, Application Sales, TRIGA Reactor Program at GGA; **DR. VINCE GUINN**—technical director of Activation Analysis at GGA; **WAYNE BURGESS**—chief investigator, crime laboratory, San Diego Police Department; **DR. VICTOR VAN LINT**—deputy director of Defense Sciences and Engineering at GGA; and **DR. WILLIAIM F. BETHARD**—medical director at GGA.

(A POINT OF MONETARY INTEREST: Because production of this telecourse was Federally underwritten, the residual portion of the course use fee has been eliminated. Thus, there is a $15 reduction in cost on each lesson of the series. Please contact Great Plains Library for network rates and other information.)

A PRODUCTION DISCUSSION during taping of THE PEACEFUL USES OF NUCLEAR ENERGY... (from left) Director Phil Arenson; Teacher-Scientist Wayne Fowler; Program Host Don MacLean; and Teacher-Scientist Chief Ronald J. Sweig, USN.

OUTLINE OF THE COURSE: Lesson numbers, titles and topical briefs:

1. THE MYSTERIES OF MATTER—Explores the peaceful uses of the atom as that particle has been conceived, progressively, by a number of scientists and researchers, including: John Dalton, J. J. Thomson Cavendish, Albert Einstein, Enrico Fermi and Leo Szilard

2. THE ATOM AND THE NUCLEUS—Provides an insight into the constitution of matter and the atom, including consideration of the atom as the smallest complete unit of matter, and combinations of atoms forming various substances.

3. NUCLEAR TRANSFORMATIONS—Discussion and demonstration show two kinds of changes that can occur in the nucleus of an atom: spontaneous changes called radioactive decay, and induced changes or nuclear changes.

4. RADIATION EFFECTS: FRIEND OR FOE—Examines the effects of radiation through discussions on irradiating particles and energy absorption . . . and descriptions of ionization.

5. ACCELERATORS—Examines the development and function of particle accelerators with reference to the jobs they perform and the fashion in which they perform them.

6. NUCLEAR CHAIN REACTION—Explains nuclear chain reactions and makes clear what is meant by the word, fission.

7. INSIDE A REACTOR—Details the workings of a nuclear reactor, describing its components and their functions.

POWER REACTORS: THERMAL AND FAST—Describes thermal and fast power reactors and develops information relative to the ways in which nuclear scientists and engineers harness nuclear energy.

9. NUCLEAR PEACE, POWER AND POTENTIAL—Explores man's efforts to harness his newest source of power—nuclear energy—and the uses to which he puts it; examines the fuels of 40 years ago, those of today, and projects fuel development 40 years into the future as it applies to automobiles, aircraft and submarines.

10. CHANGING CONCEPTS OF TIME AND POWER—Investigates the development of fuels over the past 40 years and the ways in which travel, in terms of time, distance and method, have been altered as a result; projects uses of nuclear energy in desalinization of sea water and provision of power for underwater cities.

11. ACTIVATION ANALYSIS—Shows the use of neutron activation analysis in crime detection and how such analysis applies to the petroleum industry, agriculture, electronics, astronautics, metallurgy, geology and medicine.

12. PEACEFUL USES OF NUCLEAR EXPLOSIVES—Provides information relative to the use of nuclear explosives in construction, excavation and related areas of work.

13. THE ISOTOPE AT WORK—Explores the nature and uses of isotopes in industry and agriculture.

14. MEDICAL AND BIOLOGICAL APPLICATIONS—Provides information regarding uses of nuclear energy that may directly affect individuals—particularly in the area of medicine.

Produced by the San Diego (Cal.) Area Instructional Television Authority at KEBS-TV

OTHER TELECOURSES NOT INCLUDED IN THIS SECTION OF THE CATALOG MAY HAVE APPLICATION AT EITHER THE SECONDARY OR ADULT LEVELS. PLEASE REFER TO THE 'SECONDARY AND ADULT COURSE INDEX' IN THE FORE PART OF THIS CATALOG.

UTILIZATION MATERIALS

and

IN - SERVICE PROGRAMS

CHANNELS TO LEARNING

10 programs—30 minutes each

The purpose of this series of programs is to orient teachers and administrators to the potential of instructional television and to alert them to some of the principles of effective utilization in the classroom. The series can be used by school systems, teacher training institutions, and colleges and universities to meet a variety of needs in teacher preparation and in-service training. It will meet the needs of teachers at all levels of school instruction—primary through secondary.

Although planned as a series, each program can be used singly or in any sequence in order to adapt to the particular needs of each organization using the series. A discussion leader's guide will be available for those who desire to use the materials in a workshop or in-service context.

This series is a culmination of a cooperative production study carried on under the leadership of the Great Plains National Instructional Television Library. The content was determined cooperatively. Ten production centers in the Midwest each planned and produced a program for the series utilizing some of the unique resources that each could bring to such a cooperative effort. Over-all continuity and coordination was maintained by an advisory committee.

In some ways this is an experiment; in others, it is a demonstration of the most efficient use of the advantages of the television medium whereby the special resources of local organizations are pooled to provide a series of programs from which they can benefit.

The various lessons in the Channels to Learning series and the utilization material they cover:

(UF-101) TELEVISION: IMPLICATIONS FOR INSTRUCTION delineates reasons why television and other modern media have come onto the educational scene, and the impact they are having on educational programs at all levels.

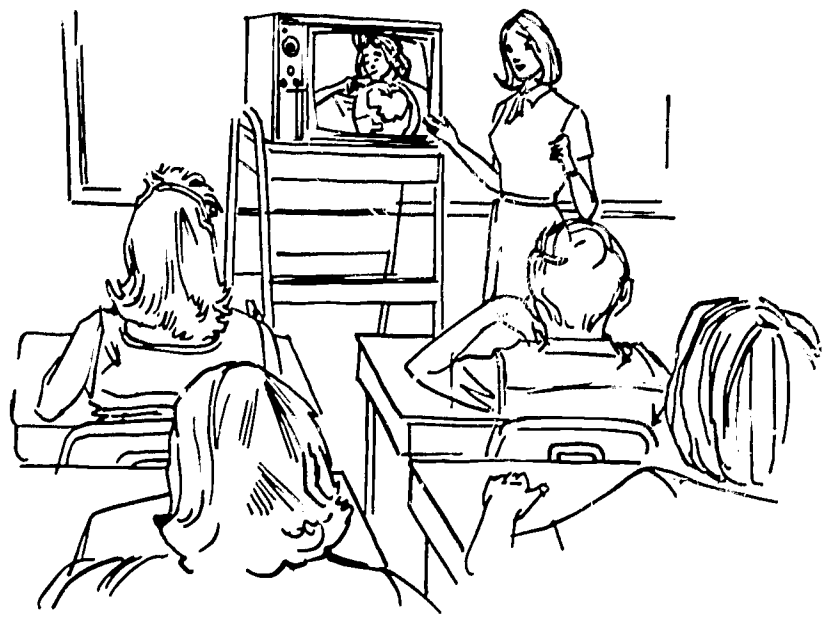
(UF-102) TELEVISION: A POTENT MEDIUM explains how television can provide a number of instructional experiences. Also, the advantages of the medium such as magnifying objects, spanning time and distance, presenting experts, and its timelessness. Limitations of the medium are also discussed.

(UF-103) TELEVISION: EFFECTIVE INSTRUCTION reviews examples of research which have proved the effectiveness of television for instruction both with teachers and with students in changing attitudes as well as in presenting facts.

(UF-104) TELEVISION: THE PROFESSIONAL TEAM deals with the steps in planning an instructional series; the people who make up the total team; and the roles of the various members—curriculum experts, school principals, classroom teachers, television teachers, producers, directors, and supporting staff members.

(UF-105) TELEVISION: PREPARING THE LESSON describes some of the work of a studio teacher in preparing for a telecast lesson.

(UF-106) TELEVISION: VIEWING CONDITIONS explains the proper adjustment of a television set, both electrically and physically, in order to create the best learning situation as far as the physical aspects of the room and the comfort of the students are concerned.



(UF-107) TELEVISION: PREPARING STUDENTS illustrates principles of adequate preparation—both student and teacher—for improved results from the use of the televised lesson. The program provides a basis for group discussion of possible techniques for classroom practices.

(UF-108) TELEVISION: USING THE LESSON discusses the role of the classroom teacher during the telecast. Suggestions are made about note-taking, assisting students in acquiring listening and viewing skills, assuming optimum learning situations dealing with unavoidable interruptions and other distractions.

(UF-109) TELEVISION: FOLLOWING-UP THE LESSON presents examples of actual techniques that teachers have used for follow-up of telecasts. These are not presented as the final answer but merely as suggested activities that illustrate general principles to follow.

(UF-110) TELEVISION: A BROADER LOOK discusses the many and varied resources that are available through television, both educational and commercial, and how they may be used to enrich the classroom experiences of students.

This series is available on either video tape or kinescope for rental . . . or individual lesson kinescopes may be purchased. The terms:

RENTAL—$5 per kinescope lesson for Monday-Friday use (television rights not included); Per video taped lesson —$55 on user's tape or $60 on Library tape (one telecast use-period included).

PURCHASE—$65 per kinescope lesson (non-telecast use only).

Broadcast rights may be obtained for any of the above-outlined modes; however, the most effective use of these materials has been demonstrated to be through direct classroom projection where the discussion leader is in full control of the activity. Individual programs are structured to be "open-ended" which lead naturally into a discussion situation. This is one of the unique values of the series—that each program stimulates discussion and encourages involvement of the teachers in making their own decisions rather than disseminating sterile platitudes.

Write to the Great Plains National Instructional Television Library for complete information about the availability of this series, and for preview materials.

PREVIEWS AVAILABLE ON VIDEO TAPE ONLY

FIVE UTILIZATION PRESENTATIONS

(UF-111) THE ROLE OF THE CLASSROOM TEACHER

A panel discussion in which a secondary teacher and an elementary teacher describe their new role as a receiving teacher utilizing television. They discuss the changes that have been necessary, both in their daily preparations, and in the daily classroom program, especially at the elementary level. The elementary teacher demonstrates how she not only changes her daily program, but also changes the students' schedules in order to get the greatest value from all lessons available via television. Her realistic approach to providing a workable arrangement of her classroom schedule, and her very "positive" attitude toward the benefits to be derived from using instructional television should encourage any classroom teacher to plan for the same kind of effective use of TV in her classroom.

Available only as a rental kinescope ($5 per Monday-Friday use period—telecast rights NOT available). Running time: 30 minutes.

(UF-112) THE SECOND CLASSROOM

A general orientation program in which the host, Janis Lynch, discusses the contribution that instructional television can make to the educational program of a school. Using excerpts from various programs, different types of lessons are used to illustrate some of these contributions.

The program would be very useful for a general orientation of local ETV groups or for an in-service application to alert teachers to the various types of programming possible through television.

Available only as a rental kinescope ($5 per Monday-Friday use period—telecast rights NOT available). Running time: 25 minutes.

(UF-113) DISCOVERING DISCOVERY

This gives a step-by-step description of the planning, preparation, and production of a program from the NET series "Discovery" that is televised regularly over many ETV stations. The many facets of the studio operations and the production departments are described, and the way in which they all must coordinate in order to contribute to a successful television lesson is clearly illustrated.

This program can be used with the general public and beginning studio teachers to give general information about programming techniques and planning procedures employed in instructional television; and with classroom teachers to illustrate the "behind-the-scenes" activities that go into a television lesson.

Available only as a rental kinescope ($5 per Monday-Friday use period—telecast rights NOT available). Running time: 30 minutes.

(UF-114) TV IN THE CLASSROOM

This introductory lesson for a classroom series is directed primarily to teachers to explain the unique function of instructional television. Mr. Fischbeck illustrates, for example, how close-ups can enlarge images so that all students can get a good view of experiments; how, with specialized equipment, certain experiments can be used on television that could not be performed in the average classroom: how "supers" can clarify spelling of words and understanding of concepts; how the intimacy of television gives eye contact not possible in the traditional classroom; how visuals can be used to advantage; and many other examples.

The television teacher emphasizes the value of preparation for the telecast—preparation of the teacher through study based on the course teacher's guides, and preparation of the students in order that they will have proper orientation and vocabulary background to benefit from the television lesson—and of follow-up after the telecast to reinforce the concepts presented by the television teacher. He also stresses the "team" relationship between classroom teacher and studio teacher.

This is not the traditional lecture type of presentation. Mr. Fischbeck introduces a generous amount of humor and satire into his remarks which challenges the teacher to an introspection of present teaching practices—whether with or without television—and brings to them a desire to utilize the newer media in a more effective manner. Although this program is directly related to a general science series, the principles presented have equal applicability to other subject matter areas.

This presentation is available for either rental as a kinescope or on video tape . . . or purchase as a kinescope. RENTAL—$5 per kinescope lesson per Monday-Friday use (television rights NOT included); on video tape, $55 on user's tape or $60 on Library tape (one telecast use-period included). PURCHASE—$68.50 per kinescope print (for non-telecast use). Running time: 28 minutes.

(Produced by KNME-TV, Albuquerque, N. M.)

(UF-115) THE STUDIO TEACHER

This two-part lesson explains in simple, non-technical language the equipment and operations that are employed in the production of an instructional television lesson. The host, Mr. Hazen Schumacher, associate director of TV at the University of Michigan, describes the functions of such items as microphones, lights, cameras; describes the duties of various studio personnel, and explains some successful techniques for the use of various visual aids that are available to the studio teacher. Teaching techniques employing the chalkboard and its variations, pictures and slides, motion picture film, models, "real things", and various graphics are described and illustrated.

The program has strong application in the training of new "on camera" teachers or of informing classroom teachers of the preparation and processes necessary to produce a televised lesson. This program could also be used to help orient groups that are preparing a new series, or to help the general public understand operations in televised teaching. In fact, the program may be used in any situation where you desire to give a quick background of the activities involved prior to and during a televised lesson.

This presentation is available for either rental ($5 for Monday-Friday use) or purchase ($68.50 per print) on kinescope ONLY. In both cases, unlimited telecast rights ARE INCLUDED in the noted costs. Running time: 47 minutes.

(Produced under the sponsorship of the Ford Foundation)

PREVIEWING SERVICE NOT AVAILABLE FOR MATERIAL ON THIS PAGE

TELEVISION TECHNIQUES FOR TEACHERS (UF 116)

(In-Service)
Color-Sound 16mm Film (24 minutes)

Realistic questions and practical answers about the use of television in the classroom abound in TELEVISION TECHNIQUES FOR TEACHERS (UF 116), an in-service, utilization film presentation available for **purchase or lease** from Great Plains National.

What happens when a teacher suddenly finds himself with a television set in his classroom and is faced with the problems of scheduling, review of programs, ordering materials and working the televised lessons into his daily lesson plans?

This film explores such a situation through the eyes and mind of Teacher Sam who, in a thoroughly open-minded manner, sets himself to the task of educating himself in the opportunities and pitfalls of classroom television utilization.

TELEVISION TECHNIQUES FOR TEACHERS was produced by the San Diego (California) Area Instructional Television Authority. Authority staff member Mrs. Marjorie Frommer was the writer-producer. SDA/ITVA staff photographer D. David Bash filmed the program and artwork was provided by staff artist Curt Fischer.

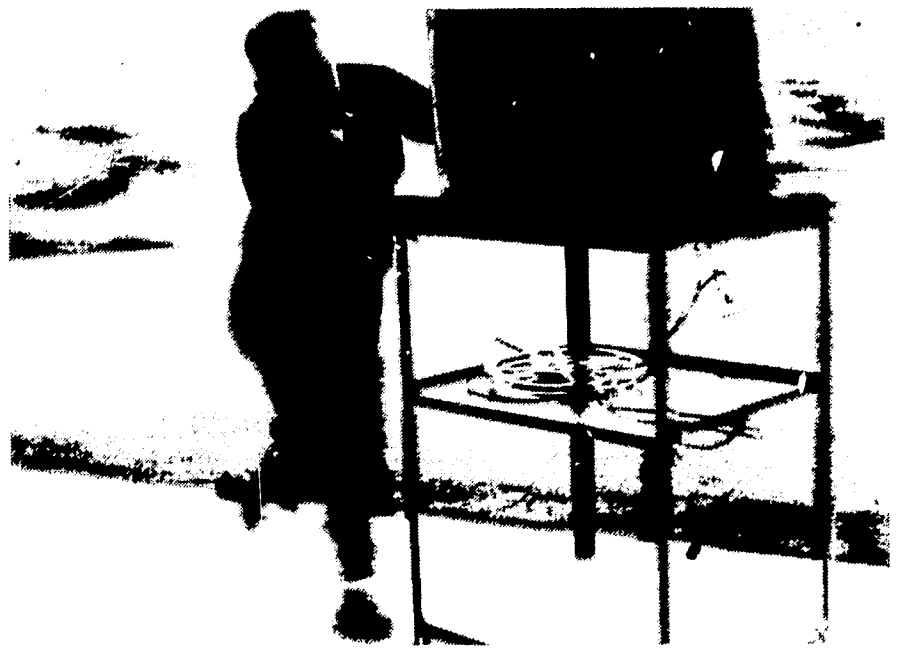
While most of the filming was accomplished in the San Diego area, local references are minimal. The questions asked and answers suggested by the film reflect the wide experience gained by the Authority staff in working both with the San Diego project and with instructional television projects in other parts of the United States.

The central character of the presentation—Teacher Sam—is portrayed by Sam Snyder, curriculum coordinator for the San Diego Area ITV Authority and a former classroom teacher. Thus, Mr. Snyder renders the role in a most believable manner. The viewing teacher will have no problem identifying with Teacher Sam and the situations depicted.

TELEVISION TECHNIQUES FOR TEACHERS recognizes difficulties associated with the introduction of instructional television into classrooms and attempts to provide some practical answers that might be implemented in any classroom anywhere in the country. And... although the presentation is highly informative, it is not pedantic in its manner. The approach is light and entertaining.

TELEVISION TECHNIQUES FOR TEACHERS will undoubtedly have a broad yet special appeal to many educational groups—administrators, principals, old and new teachers, professors of education—and could even be effectively used to show lay people some of the problems encountered by teachers as they encounter the use of television in their classrooms.

TEACHER SAM... central figure in TELEVISION TECHNIQUES film is portrayed by SAM SNYDER, curriculum coordinator for the San Diego Area Instructional Television Authority.



HURRY! HURRY!—In an amusing sequence from TELEVISION TECHNIQUES, a school custodian is shown scurrying during a television set utilization "crisis."

Sale price of TELEVISION TECHNIQUES FOR TEACHERS (UF 116) is $148.50. This price includes reel, can and case . . . and television rights for the film's presentation. Rental fee for a seven-consecutive-day period, including television rights, is $60. The film may also be leased for non-televised preview or inspection purposes (for a Monday-Friday use period) for $15. This $15 fee is applicable to the purchase price if the film is ordered within 60 days of the rental period.

Produced by the San Diego (Calif) Area Instructional Television Authority

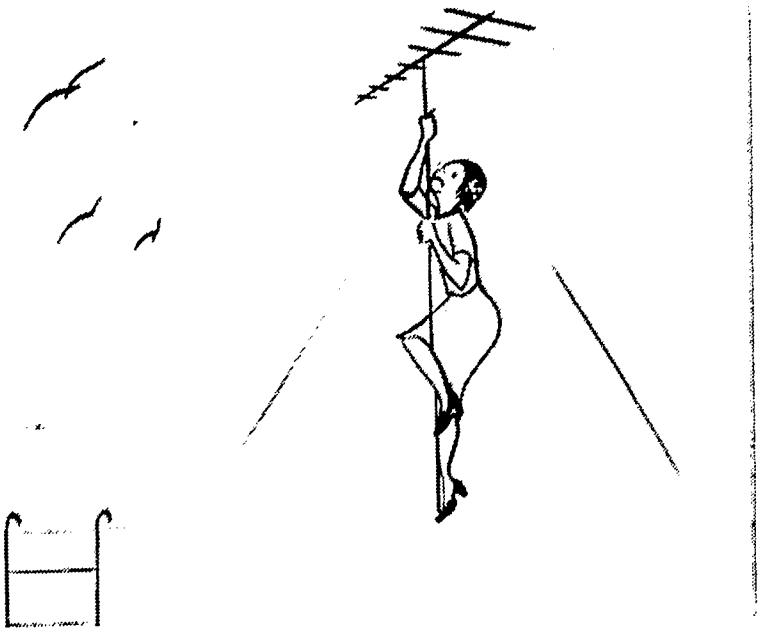
TELEVISION IN YOUR CLASSROOM (SFS-1)

(In-Service)

Color-Sound Film Strip (12 minutes)

The teacher and his classroom television set can be a winning team—but such a successful combination of man and machine is not necessarily an easy one to achieve.

Utilization of television in the classroom requires the understanding of several basic elements unique to the medium. The film strip described on this page clarifies the concept of television as a teaching device which requires the cooperative effort of all involved in instructional televison presentations—those concerned with the actual production of the telelessons, curriculum planners, administrators and the classroom teacher.



Though light and fundamental in its approach, "Television in Your Classroom" solidly brings home all points presented by graphically emphasizing five basic elements of effective instructional television utilization:

- —*The unique importance of study guides*
- —*The proper adjustment and placement of the classroom television set*
- —*The role of positive teacher attitude*
- —*The significance of effective follow-up activities*
- —*The distinct usefulness of evaluation and feed-back by the classroom teacher*

This color film strip is accompanied by a twelve-minute audio narration tape (recorded at 3¾ inches per second). Photos on this page are representations of the 44 color frames comprising the strip. All material contained in the presentation has been cleared for television use.

Purchase price of this utilization package (film strip and audio tape) is $15. In order to make this extremely useful item available at a minimum sale price, Great Plains Library CANNOT provide the set on either a preview or rental basis—SALES ONLY.

(Library of Congress Catalog Card No. Fi A 68-4170)

Produced by the ILLAHEE Group of the Puget Sound Instructional Television Association in Washington State

ENRICHMENT PROGRAMS FOR INTELLECTUALLY GIFTED STUDENTS

(In-Service)

Fourteen, 30-minute lessons

This series of programs is tailored specifically for the education of teachers who are or will be working in the intellectually gifted field.

It is replete with examples of innovative teaching techniques. And—although it deals specifically with the intellectually gifted—educators have noted that methods and techniques employed in the filmed (black and white) series would be applicable to virtually all teaching situations.

The series is divided into three specific units of study embracing the following developmental activities (lesson numbers and titles are also noted):

I — DEVELOPMENT OF SCIENTIFIC DISCOVERY, METHODOLOGY AND INVESTIGATION THROUGH A STUDY OF GRAPHIC REPRESENTATION OF STATISTICAL INFORMATION (Application of Benjamin Bloom's and others' Taxonomy of Educational Objectives: Cognitive Domain **to the study of mathematics).**

1. **Knowledge**
2. **Comprehension**
3. **Application**
4. **Analysis**
5. **Synthesis**
6. **Evaluation**

II — DEVELOPMENT OF CREATIVE EXPRESSION THROUGH A STUDY OF THE LITERARY ELEMENT OF CHARACTERIZATION (Application of J. P. Guilford's "Structure of Intellect" to the development of creative expression).

7. **Cognition**
8. **Memory**
9. **Convergent Thinking**
10. **Divergent Thinking**
11. **Evaluation**

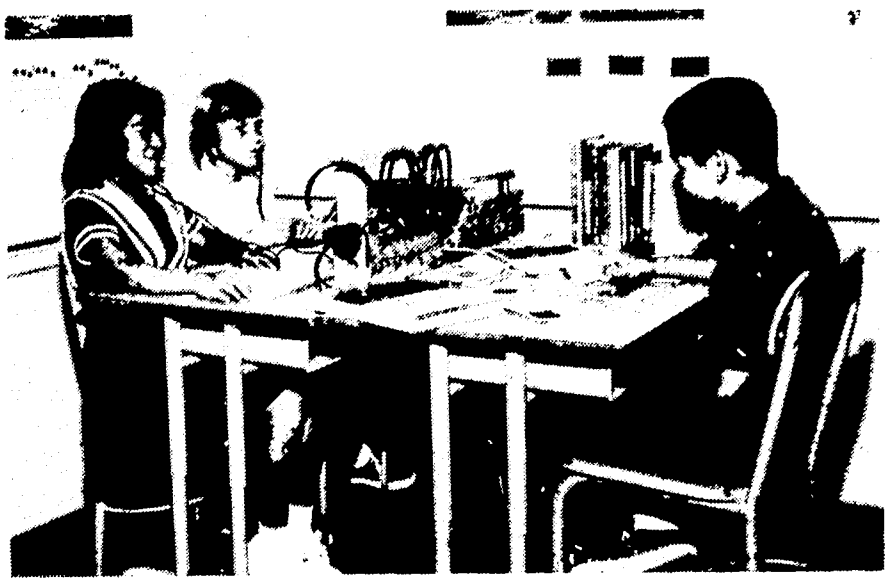
III — DEVELOPMENT OF CRITICAL APPRECIATION THROUGH A STUDY OF THE FUNDAMENTAL FORMS OF MUSIC (Application of Jerome Bruner's description of the stages of learning in The Process of Education **to the development of critical appreciation).**

12. **Acquisition**
13. **Transformation**
14. **Evaluation**

In a departure from its usual "video tape, lease-only" policy, Great Plains Library is making this series available ON FILM ONLY and on a SALE ONLY basis. **Single lessons from the series may be purchased for $47.39 per lesson. Cost of the entire series is $663.46.** The filmed lessons are correlated with material contained in a 55-page Viewer's Guide.

The series was produced by California Project Talent, a cooperative research program of the U.S. Department of Health, Education & Welfare; the California State Department of Education; and the Enrichment Demonstration Center of the Los Angeles City Schools. Photos on this page show Los Angeles school children studying at enrichment materials centers.

Great Plains Library is distributing the series in collaboration with Acme Films and Videotape Laboratories of Hollywood, California.



Films of typical lessons from the course—along with a sample copy of the Viewer's Guide—are available for previewing purposes upon request from Great Plains. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHERS: Karle Lindstrom

Joanne Woods

Produced by California Project Talent

RECORDED INSTRUCTIONAL TELEVISION COURSES for the COLLEGE LEVEL

All Telecourses Outlined in This Section of the Catalog are Available for Lease on Either Standard Quadruplex or Helical Scan Video Tape Configurations (Please Refer to Last Page of This Catalog).

PREVIEWS OF THIS MATERIAL ARE AVAILABLE ONLY ON QUADRUPLEX VIDEO TAPE OR KINESCOPE.

KINESCOPE PREVIEWS AVAILABLE for COLLEGE - LEVEL TELECOURSES

Great Plains National ITV Library is pleased to announce that kinescope previews are available for all college-level materials now offered for lease through the Library.

Great demand prompted Great Plains to provide this service. Now—previews are available in either the kinescope or quadruplex video tape mode.

The potential viewer should understand, however, that only a few representative lessons from the course are available for previewing through the Library's "no-charge" sampling service. Simple economics prohibit the reduction of all lessons to the kinescope mode . . . and the dubbing of special preview tapes of entire courses.

Most of the courses found in this section of the Great Plains catalog were produced by Chicago's TV College. This grouping of 30 college telecourses (most of them at the first and second year levels) is significant not only from the quantity and quality standpoint but also from the fact that Chicago's TV College has agreed to grant college hour-credits to users of the courses who may not be affiliated with a degree-granting institution.

Most of the Chicago telecourses contain thirty, 45-minute lessons and are intended as "total teaching." The basic lease-fee structure and policies of the Library, as outlined in the General Information section of this catalog, also apply to the college material.

It should be noted, however, that a few of the Chicago courses contain commercial film segments which would necessitate clearance by the individual using institution. This would, of course, involve additional costs. A listing of these segments appears on the following page.

For those who might use the courses and are not affiliated with a credit-giving educational institution—and who wish to receive credit through Chicago's TV College—the student cost would be a $5 registration fee plus $25 per credit hour taken. This figure includes the cost of a comprehensive

(Continued, next page)

PLEASE NOTE—Since acquiring the Chicago TV College telecourses in 1966, Great Plains National has seen them enjoy growing usage from year to year by several institutions of higher learning in the United States. As this catalog goes to press (November 1968), the Library's present agreement with Chicago TV College — allowing for distribution of the courses—is due to expire on September 1, 1969. Under this agreement, the Chicago materials will continue to be available for leasing through the summer of 1969. A new distribution agreement is under negotiation at this writing . . . with every good assurance of renewal. The new distribution agreement would thus extend the availability of the 30 Chicago telecourses through the Library for an additional period of years beyond the September 1969 date.

COURSES FROM CHICAGO TV COLLEGE CONTAINING FILM WHICH WILL NECESSITATE CLEARANCE BY THE INDIVIDUAL INSTITUTION USING THE COURSE

Course	Lesson Number	Title of Film	Producer	Running Time
Marketing	2	Creative Man in the Marketing Machinery	Leo-Burnett Agency	13:30
Amer. Public School		Education in America		
	7	17/18 Century	Coronet Films	15:38
	16	19th Century	Coronet Films	15:53
	26	20th Century	Coronet Films	15:16
Philosophy of Education		Education in America		
	1	17/18 Century	Coronet Films	15:38
	1	19th Century	Coronet Films	15:53
	2	20th Century	Coronet Films	15:16
	8	Brotherhood of Man	Britannica Films	10:37
	13	Feeling of Hostility	Natl. Film Bd. Canada	25:25
	20	Nigeria: New Nation	British Info. Serv.	9:00
	25	Man and His Culture	Britannica Films	14:29
Humanities (2nd Crse.)	1	Oriental Brushwork	E. B. F.	15:49
Physical Science (1st Crse.)	1	Scientific Method	Coronet Films	11:00
	10	The Earth Changes in Its Surface	Coronet Films	10:47
	12	Prehistoric Times: The World Before Man	Coronet Films	10:19
	15	Weather, Why It Changes	Coronet Films	9:49
	16	Weather, Understanding Storms	Coronet Films	10:38
	24	The Sun and How It Affects Us	Coronet Films	10:17
	26	Velocity & Acceleration	Coronet Films	12:20
	27	Force and Motion	Coronet Films	10:30
	7	The Great Lakes and How They Were Formed	Britannica Films	10:47
	28	Galileo's Laws of Falling Bodies	Britannica Films	5:43
	30	Earths Satellites: The Explorers of Outer Space	Britannica Films	16:15
Spanish	3–7	Film Clips	Univ. of So. Calif.	(Various—no more than 3 minutes)
	9	Film Clips	Univ. of So. Calif.	"
	10	The Sounds of Language	Teaching Films Custodians Inc.	"
	11	Film Clips	Univ. of So. Calif.	"
	12	Film Clips	Univ. of So. Calif.	"
	15, 16, 17	Film Clips	Univ. of So. Calif.	"
	19, 21, 22	Film Clips	Univ. of So. Calif.	"
	24, 25, 26	Film Clips	Univ. of So. Calif.	"

KINESCOPE PREVIEWS (Continued from preceding page)

study guide which accompanies each course. Also, in the case of taking the course for credit with TV College, registration forms and information would be supplied by TV College but with the actual registration procedure under local control.

A student must be a high school graduate to take any of the Chicago courses . . . or, if he is 19 years of age or over and not a high school graduate, he will be registered as a student-at-large. After such a student has successfully completed at least 15 hours of study and maintained at least a C average, he will be accepted as a regular student. Also, in the case of students working for Chicago credit hours, regular section teachers from the TV College would be assigned, to whom the student would send his mail assignments and examinations.

Chicago's TV College has had a remarkable record of acceptance and success since its inception in 1956. More than 100,000 persons have registered for more than 150,000 courses since that time—and more than 75 per cent of the registrants have completed their course work.

Dr. James Zigerell, dean of Chicago's TV College, notes that by sharing its videotaped TV courses with schools lacking resources in certain academic areas, the Chicago school is providing a service to the national educational community at a time when educational facilities are undergoing considerable strain.

Please direct all additional information inquiries regarding the Chicago TV College courses directly to the Great Plains National ITV Library in Lincoln, Neb.

GREGG SHORTHAND

Thirty, 45-minute lessons
Four Credit Hours

This course, which incorporates basic modifications in Gregg Shorthand introduced in the Diamond Jubilee Series of 1963, presents a complete review of Gregg theory.

Thus, the beginner is provided with a solid foundation on which to build the skills needed for high-speed, new-material dictation and transcription . . . and the experienced writer is provided an opportuntiy to review and add to his skill.

The study guide which accompanies the course contains extensive instructions on preparation for and actual viewing of the telelesson plus tips on post-TV practice procedures.

An outline of practice procedures draws attention to eight specific areas: word lists, brief forms and phrases, reading and writing practice, business vocabulary builder, similar words drill, punctuation, spelling and supplementary material.

Shorthand is a useful tool in the modern world. Mastery of it places the young man entering business in a strategic position close to the administrative center of an organization. The young woman who has become proficient in it can select a career from a variety of choice employment opportunities.

The busy executive who must crowd the preparation of speeches and reports into a tight schedule finds shorthand a great time-saver. And skill in shorthand enables the college student to preserve quickly the content of lectures and readings.

AN C :TLINE OF THE COURSE: Lesson Topics

1. **Introduction; phonetic spelling;** s-z,f,v,a,e, n,m,t,a; **reading sentences.**
2. O,r,l,h,-ing; **long** i; **omission of minor vowels.**
3. **Brief forms; phrases; left** s-z; p,b.
4. Sh,ch,j,oo,k, **hard** g.
5. **Three sounds of** a and e; th; **reading and writing letters; recall charts.**
6. **Three sounds of** o; **six common business salutations and closings; vocabulary building; word ending** -ly; **amounts and quantities; brief form letters.**
7. **Word endings** -tion,-cient,-ciency,-tial; **to before down stroke;** nd,nt **blends;** ses.
8. Rd,ld; been **and** able **in phrases.**
9. **Three sounds of** oo; w,sw **beginnings.**
10. Wh,w **within a word;** ted,ded,det,dit.
11. **Brief form derivatives; ending** -ble; **beginning** re,-oi **dipthong;** men,mem **blends; beginning** be-.
12. Per-,pur-de-,di-beginnings; **similar words drill. Reading scoreboard.**
13. U; -ment **ending.**
14. Ow, -tner **ending;** con-,com- **beginnings.**
15. Den-ten-tain **blend.**
16. Dem-tem **blend; six salutations and closings; blends in phrasing; days of the week; months of the year.**
17. Over; def-dif, div-dev **blend;** oo **for** u.
18. Under; **cities and states; special business phrases, vowel following** i; ia-ea; in-,en-, un- **beginnings.**
19. Ng,ngk; **omission of vowel preceding** -tion.
20. Ah,aw,y,x; **omission of short** u.
21. **Word beginnings** ex-; md-mt **blend;** -ful ading.
22. **Word endings** -ure,-ual; **punctuation practice; syllabication of spelling words; word ending** -ily; **word beginnings** al-,mis-,dis-des. **Daily use of shorthand.**
23. **Word beginnings** for-fore-fur; ago **in phrases.**
24. Want **in phrases; omission of** r; **word endings** -cal,-cle; **beginnings** inter-,intr-, enter-,entr-; **ending** -ings **omission of words in phrases.**
25. **Word ending** -ingly; **beginnings** im-,em-; **omission of minor vowel.**
26. **Word ending** -snip; **beginning** sub-, **hook and circle joinings; endings** -rity,-lity-lty; self **and** -selves.
27. **Abbreviations:** -tribute,-quent,-quire, -titute,-titude **word families. Abbreviation of individual words; word beginning** trans-; **ending** -ification.
28. Ulate,ulation **endings;** post-, super- **beginnings.**
29. Sume,-sumption **endings;** self-, circum- **beginnings;** -hood,-ward **endings;** oo **for** ul; **quantities and amounts; spelling families.**
30. Gram **ending;** electric-,electr- **beginnings; compounds; intersection; common geographical terminations.**

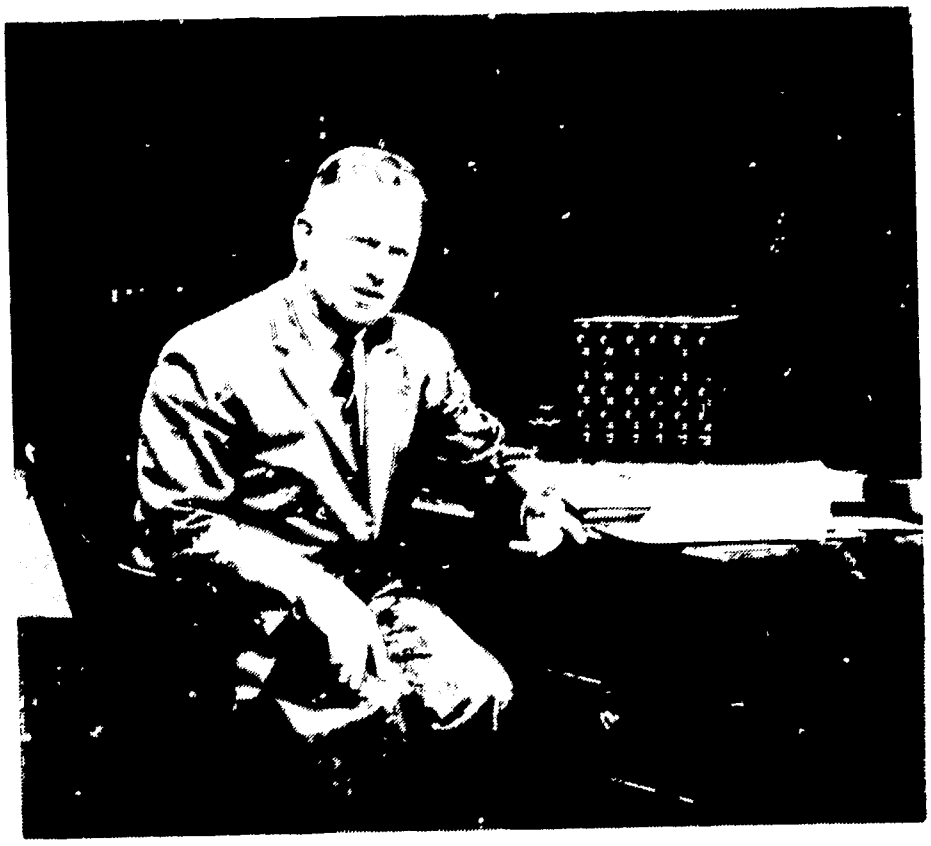
TEXTBOOKS:
1. **Gregg, Leslie and Zoubek.** Gregg Shorthand, **Diamond Jubilee Series. Text ed. McGraw-Hill, 1963.**
2. Student's Transcript for Gregg Shorthand. **Diamond Jubilee Series.**
3. Workbook for Gregg Shorthand. **Diamond Jubilee Series.**

SUPPLIES:
1. **Stenographer's Notebook (Gregg-ruled and spiral-topped).**
2. **Fountain pen or good-quality ballpoint.**

TV TEACHER RUTH B. PIETTE, who holds a Master of Arts degree from the University of Chicago, has 24 years teaching experience and is the author of the study guide which accompanies this course. Professor Piette has also authored a number of articles in professional journals which deal with the teaching of shorthand by television. She has studied the shorthand instruction methods of Anne Brewington, University of Chicago (direct method), and Agnes E. Osborne of Columbia University Teachers College. Mrs. Piette spent four years as a private secretary and, in recent years, has undertaken summer stenographic employment in a variety of offices, including five weeks with Continental Illinois Bank while taking a work-cooperative course at the University of Illinois.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV



TV TEACHER JOHN T. KEEFE is an assistant professor on the Chicago City College Wright Campus. He took his Doctor of Law degree from the University of Chicago Law School and has 23 years of teaching experience. Dr. Keefe is author of the study guide used in conjunction with his "Business Law" telecourse at Chicago TV College. He practiced law in business fields for 15 years and for five years was a special representative of the American Bar Association to the 1,400 local and state bar associations in the 50 states. In conjunction with this work, he traveled to and addressed many state and regional law conferences and conventions. Dr. Keefe has also directed the National Award of Merit competition for the ABA.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

BUSINESS LAW

Thirty, 45-minute lessons
Three Credit Hours

Acquaintance with the rules and regulations affecting business and its conduct is profitable to the student in far more than the strict commercial sense. In his day-to-day affairs, the student encounters situations governed by laws. He is, or will be, a buyer and seller of such things as cars, homes and household appliances.

This course is designed to give the student a basic knowledge of business law which will make him a more intelligent consumer or seller by enabling him to protect himself against misleading contracts and to recognize what his rights and liabilities are in various business transactions.

And, above all—a better understanding of legal fundamentals will encourage him to solicit professional counsel and assistance in certain circumstances.

Stated objectives of the course are:

—To develop an understanding of the nature of laws and legal systems;

—To develop an understanding of the fundamental concepts and principles of Business Law;

—To achieve a detailed knowledge of the operation of United States laws dealing with the formation and enforcement of contracts, business representation and employment relations;

—To develop the ability to recognize the appropriate action to take in a variety of business situations;

—To develop an appreciation of one's own limitations in dealing with business law situations and to learn when a problem requires professional advice or attention; and

—To develop critical thinking ability in dealing with legal problems in business.

OUTLINE OF COURSE: Units and Lessons

UNIT I: LAW—HISTORICAL ORIGINS
1. Outline of course—Methods of legal analysis
2. Legal systems
3. Historical development of American law

UNIT II: LEGAL ADMINISTRATION
4. Kinds of law in the American system
5. Court procedure and the law of business

UNIT III: CONTRACTS
6. Contracts—Introduction
7. Offer and acceptance—I
8. Offer and acceptance—II
9. Consideration
10. Legality
11. Fraud, Accident, Mistake
12. Competency of parties
13. Formality—Statute of Frauds
14. Parol Evidence Rule
15. Assignment and delegation
16. Discharge of contractual obligations
17. Remedies for non-performance
18. Review of contracts

UNIT IV: AGENCY (THE LAW OF BUSINESS REPRESENTATION)
19. Agency—Nature and creation
20. Extent of authority
21. Duties and liabilities—agent to principal
22. Duties and liabilities—Principal to agent
23. Duties and liabilities—third parties to agent
24. Duties and liabilities—third parties to principal
25. Termination of agency
26. Review of agency

UNIT V: EMPLOYMENT
27. Historical background and common law
28. Legislation affecting employment relationship
29. Collective bargaining and labor contracts
30. General review

TEXTBOOK:
Anderson and Kumpf, Business Law, 7th edition, Southwestern, 1964.

MARKETING

Thirty, 45-minute lessons
Three Credit Hours

Marketing is important in the life of every citizen in a society as "consumer-oriented" as our own. This course examines the principles underlying the science of marketing as well as the factors that lead to changes in a field marked by "high volatility."

Specific objectives of the course:

—To develop an understanding of the basic principles and concepts of the various areas of marketing;

—To instill an understanding of how marketing is related to the over-all business economy and the consequent interdependency of marketing and the business economy;

—To develop an understanding of marketing as a dynamic element of business and the role it plays as an "energizer" in our economy;

—To develop the ability to apply marketing concepts to specific situations;

—To develop the ability to apply the principles of marketing to increase personal buying satisfaction; and

—To develop an appreciation of the need for serious study of marketing from a professional point of view, realizing that marketing properly approached and executed can be professional and highly rewarding.

A study guide which accompanies the course contains a session-by-session listing of the lesson topics with appropriate reading assignments. It also supplies recommendations for supplementary reading designed to expand the student's acquaintance with the subjects covered.

The course was originated on the premise that the welfare of a nation such as ours depends in great part upon the efficient marketing of goods and services. Marketing efficiency, in turn, increases as the skills of both consumers and marketing personnel increase.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER ERIC S. STEIN is an associate professor in merchandising at Chicago City College. He holds a Master of Arts degree from New York University and has been teaching for the past 14 years. The author of a number of articles appearing in marketing and educational magazines, Mr. Stein also wrote the 95-page study guide which accompanies this course. Currently chairman of the Careers Development Committee of the American Marketing Association, he is the co-editor of the soon-to-be published *Careers in Marketing*, a booklet to be distributed by the American Marketing Association. Since 1960, Professor Stein has served as a marketing consultant to a number of firms, including the Borg-Warner Corp. and the Illinois Bell Telephone Co. He has also conducted in-plant seminars for managers and supervisors at various business firms and has made a comparison study of TV vs. campus teaching in the marketing education field. Prior to his teaching career, Prof. Stein had work experience in the personnel, buying and credit departments of several large department stores.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: MARKETING IN OUR ECONOMY

1. Who Needs Marketing?
2. The Marketing Master Plan
3. Does Marketing Cost Too Much?

UNIT II: MARKETING IS CONSUMER ORIENTED

4. Out of the Darkness—Market Research Discussion
   - Guests: Mr. R. F. Elrick, Elrick & Lavidge, Inc., Chicago.
   - Mr. David Hardin, Pres., Market Facts, Inc., Chicago.
   - Dr. Dik Twedt, Market Research Dir., Oscar Meyer Co., Milwaukee.
   - Mr. Cy Young, Research Dir., Wilson Co., Chicago.
5. Where Are Firms Going and Why? Economic Short and Long Term Forecasts
6. The Marketing Test Tube—Test Marketing
   - Guest: Mr. H. E. Nickelsen, Exec. V.P., A. C. Nielsen Co., Chicago.
7. What is the Consumer Really Like? Consumer Motivation Discussion
   - Guests: Dr. Seymour Banks, V.P., Leo Burnett Co., Chicago.
   - Dr. Louis Cheskin, Pres., Louis Cheskin & Associates, Chicago.
   - Dr. Burleigh Gardner, Pres., Social Research, Inc., Chicago.
   - Dr. Ernest Dichter, Pres., Institute for Motivational Research, N. Y.
8. People: Millions, Money & Make-up-Analysis of Population & Income
9. International Customers
   - Guest: Prof. R. E. Weigand, Chairman, Marketing Dept., De Paul University

UNIT III: THE PRODUCT

10. The Product, Its Role in the Total Marketing Program
    - Guest: Mr. James Bannon, V.P., Booz Allen & Hamilton, Chicago.
11. Product Policies—Packaging & Branding
    - Guest: Mrs. Sarah Lee Gerrish, Midwest Editor, Modern Packaging Magazine, N.Y.
12. Product Policies—Labeling, Standards & Warranties
13. Industrial Products
    - Guest: Prof. Edward Gordon, Chairman, Marketing Dept., Roosevelt University
14. Product Case Analysis
    - Guest: Five leading marketing practitioners who analyze a real marketing situation involving a product decision.

UNIT IV: THE PLACE

15. The Place—Its Role in the Total Marketing Program
16. Selection of the Channel of Distribution—Place Policies
17. Wholesaling
    - Guests: Panel of four wholesaling experts
18. Retailing
19. Physical Distribution
    - Guest Instructor: Mr. Ernest Jaski, CCJC.
20. Place Case Analysis
    - Guests: Five leading marketing practitioners analyzing a real marketing situation.

UNIT V: THE PRICE

21. The Price—Its Role in the Total Marketing Program
    - Guest: Professor D. Forbush, formerly of Northwestern Univ.
22. How is the Price Determined?
23. Legislation and Pricing
    - Guest: Mr. Carl Dalke, Pres. Chicago Better Business Bureau
24. Price Policies
25. Price Case Analysis
    - Guests: Five leading marketing practitioners analyzing a real marketing situation.

UNIT VI: THE PROMOTION

26. The Promotion—Its Role in the Total Marketing Program
    - Guest: Mr. Edward Marsalek, Chief Bureau of Consumer Fraud, Chicago.
27. The Promotional Campaign
    - Guests: Ad agency representatives will present a campaign.
28. Nothing Happens Until It Is Sold!—Salesmanship
    - Guest: Henry Porter, Exec. Secretary, Nat'l Society for Sales Training Executives and Univ. of Chicago (Industrial Relations Center)
29. Sales Management
30. Marketing: Its Past, Present and Future

TEXTBOOKS:

McCarthy, Jerome E. Basic Marketing. Rev. ed. Richard D. Irwin Inc., 1964.

Packard, Vance. The Waste Makers. Paper. Pocket Books Inc.: Giant Cardinal Edition (GC 612).

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

COMMUNICATIONS & EDUCATION

Thirty, 30-minute lessons (College, In-Service, Adult)

Mass media communications and their relationship to education and society is the focal point of COMMUNICATIONS & EDUCATION, one of the most vital and interesting telecourses now being distributed by Great Plains National.

Charles A. Siepmann, Professor Emeritus at New York University's School of Education and a noted educator, author and broadcaster, is the television teacher.

Distinguished guest interviews and on-location film supplement the Professor's lectures in COMMUNICATIONS & EDUCATION. The telecourse may be leased from Great Plains either as a full 30-lesson unit...or as a predetermined segmented series of 19 lessons (Lessons 1 through 17 and Lessons 29 and 30).

OUTLINE OF THE COURSE: Lesson numbers, titles and annotations:

1. RACE AGAINST TIME (Introduction)—Not only have times changed but the time necessary for change to occur has been compressed. Among the significant changes: atomic energy, increased leisure time, a moral vacuum. These changes relate to the functioning of education and communications.

2. DEMOCRACY—What happens when the rights of an individual conflict with society? Is this the issue . . . or is democracy a belief in and commitment to the sanctity of the individual?

3. THE COMMUNICATIONS REVOLUTION—The revolution is like that of a mountain range with several towering peaks: the eruption's recency, the scale of revolution, specialization, obsession with the here and now, the growing power of the mass media, the new freedom of the press and the new significance of propaganda.

4. BROADCASTING: 30 YEARS RETROSPECT—A brief glance at the history of broadcasting, including a commentary on broadcasting's influence on our business, culture and leisure life.

5. GIVING THE PUBLIC WHAT IT WANTS—Equitable program service should include the widest variety of experiences or an attempt to meet four basic needs: entertainment, practical information, knowledge and awareness, and experience in depth.

6. FREEDOM OF SPEECH—Is it divisible or absolute? The free pursuit of fact and values seems a human duty not to be interfered with.

7. FREEDOM OF THE PRESS—Are freedom of speech and press synonomous? They were originally, but with the invention of the modern press, the situation changed. The unresolved dilemma rests between government sanction and consumer education.

8. NEWSPAPERS' NEW ROLE—A conversation with Alistair Cooke concerning: the implications for newspapers as to the public's reliance on TV as a source of news . . . and the importance of newspapers not as a branch of profit-seeking enterprise but as a public servant.

9. FREE PRESS AND FAIR TRIAL—Two of our most traditional rights—freedom of press and due process of law—conflict with each other. The situation has been aggravated by the communications revolution.

10. BROADCASTING: TV'S RIGHTS OF ACCESS—Should TV cameras be admitted to court room proceedings? Does the satisfaction of normal interest of people in trials conflict with a larger right of someone else? The Billie Sol Estes trial serves as a departure point for discussion.

11. PRIVACY AND THE RIGHT TO KNOW—The struggle between privacy and electronic devices is an ever-increasing problem. The climate of opinion and the role of mass media as they set a tone of decent regard for the rights of the individual are key factors in the problem.

12. CENSORSHIP AND OBSCENITY—Both prior censorship and punitive censorship are now concerned almost wholly with obscenity which has never been adequately defined. Legal means seem unworkable because of lack of clear definition. Other means are needed.

13. PROPAGANDA: MEANING AND SIGNIFICANCE—Propaganda has become a dirty word because of its misuse. We must be aware of it, however, because of its power.

14. PROPAGANDA: ITS POWER—Propaganda can result in four outcomes: nothing, conversion, precipitation or confirmation. The outcome is achieved through success of saturation, repetition and association with the receiver's susceptibilities. In large measure, the success of propaganda is related to education's failure to teach logic.

15. PROPAGANDA: INTERNATIONAL AND DOMESTIC—If people had electronic ears, they would be deafened by the international babel of propagandists. Domestic propaganda is clearer. Can politics be merchandised like products? Will it?

16. PROPAGANDA: SECTION 315—The equal time provision of the Communications Act creates a sensitive issue especially at election time. Section 315 and its implications are related to the larger social problems of the cost of running for office and the whole question of controversial issues.

TV TEACHER CHARLES A. SIEPMANN (left) is shown with on-camera guest Alistair Cooke during taping of a lesson from COMMUNICATIONS & EDUCATION. Dr. Siepmann has written numerous articles about broadcasting and its relation to education—as well as its effect on our society. In addition, he has authored several reports and studies of educational television in the United States, West Germany and Canada. COMMUNICATIONS & EDUCATION was a top winner in the 1968 Ohio State IERT competition.

17. MASS COMMUNICATIONS: EFFECTS—The difficulties facing the social scientist in communications research are: each method of communications has a different influence on different people . . . and how the effects of mass communications can be isolated from other influences. About all that can be said is: effects are dependent on who says what to whom, how, when and in what situation.

18. EDUCATION: ITS MEANING—Only the gifted teacher can make the dry bones of education live. There are too few gifted teachers . . . they are mostly born, not made. Training is not education. Education is a slow, lifelong process.

19. EDUCATION: TO TEACH—The factors aggravating education are many: the unprecedented claims of a technological age on education, the student bulge, teacher shortages and physical equipment. Wanted: a change of heart, release of federal funds and use of modern teaching resources.

20. EDUCATION: THE REALITIES—The realities stem from the public's indifference, the low estate, status and competence of teachers and the burden placed on education. These can only be alleviated by a renovation of policies and practices.

21. GROWING UP IN AMERICA—A conversation with Edgar Freidenberg, noted author-social psychologist, who maintains that the public schools are designed for conformity and to kill a love of learning in students.

22. THE COMPREHENSIVE HIGH SCHOOL—A conversation with noted educator-author James B. Conant. The wide disparity among schools and states in many important areas of education is indicated.

23. A CONVERSATION WITH JAMES E. ALLEN—The Commissioner of Education of the State of New York explores areas of improving local and state relationships, teacher training and professionalism . . . and equal educational opportunities.

24. THE CASE FOR ITV (NO. 1)—The demands on education have strained our physical and human resources. We need ways and means of conserving and redeploying skills and a more equitable distribution of excellence. Television can do this.

25. THE CASE FOR ITV (NO. 2)—Order, clarity and pace are characteristics of any good lesson—including television. Television forces these values on the television teacher. Lessons are used for enrichment, direct teaching and team teaching.

26. ITV: AN ORGANIZATION—A conversation with James Brish, superintendent of schools of Washington County, Maryland, where, with the help of the Ford Foundation, a county-wide closed circuit system has been used for instruction for more than ten years.

27. ITV IN HIGHER EDUCATION—Television has been used notably in varied ways in higher education: Chicago Junior College, medical and dental schools, teacher training and required classroom courses. The advantages: first rate instruction and redeployment of faculty.

28. ELECTRONIC RESOURCES—A conversation with Ira Singer, assistant superintendent for instruction in the West Hartford, Connecticut, schools, where a sophisticated system of electronic retrieval of information is now being developed.

29. ETV AND LIFE LONG EDUCATION—The problems of institutional education and the dangers of mass media can be dealt with together by using television to provide: an improvement in the necessary and continuing search for knowledge . . . and an awareness that a democracy needs to survive.

30. THE CONCLUSION—The world is the aggregate of all of us. "The fault, dear Brutus, is not in our stars but in ourselves . . ." We do not "hold these truths to be self-evident" but need to learn to hold our own beliefs again. But "the road is always better than the inn."

Produced by Educational Broadcasting Corporation at WNDT-TV in New York City

DATA PROCESSING

Thirty, 45-minute lessons
Three Credit Hours
(Graduate Credit also)

This course, produced by Chicago's TV College (a pioneer in the development of credit courses in data processing), covers introductory concepts in the broad field of data processing—fundamentals, equipment, programming and applications.

The course emphasizes the development of machine processable forms of recording data, and the manner in which this data is manipulated by electro-mechanical and electronic devices. It concludes with an overview of some of the current applications of data processing.

In its presentation, a variety of visual techniques is used to supplement the classroom lecture. Films and visuals of data processing concepts, equipment and installations are utilized to illustrate significant points in the telelesson.

The course has a two-fold objective:

—To present an overview of data processing and computer concepts as an area of general knowledge for the informed individual; and

—To present an introduction which might serve as the first step toward a career in the area of data processing.

The computer now schedules our children in school, issues our paychecks and, once a year, casts a mechanical eye on our income tax return.

Can any responsible citizen afford to ignore the area of data processing? With the ever-increasing demand for quicker and more efficient ways of manipulating and interpreting the staggering volume of data required to keep complex governmental, educational, scientific and business enterprises functioning smoothly, methods of automatic data processing have become the object of intensive study and application.

All these findings form the basis for this concise yet all-encompassing telecourse.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: THE FIELD OF DATA PROCESSING
1. Introduction
2. History of Automatic Data Processing.
3. Data Processing and Unit Record Principles.

UNIT II: UNIT RECORD DATA PROCESSING
4. The Keypunch; The Verifier.
5. The Sorter.
6. The Collator.
7. The Reproducer; The Interpreter.
8. The Calculator; The Accounting Machine.
9. Case Study and Review.

UNIT III: COMPUTER DATA PROCESSING
10. Introduction and History of Electronic Data Processing.
11. The Stored Program Concept.
12. Memory—Primary.
13. Input/Output.
14. Memory—Secondary and Input/Output.
15. Central Processing Unit; Arithmetic; Logic.
16. Central Processing Unit; Control; The Instruction.

UNIT IV. PROGRAMMING
17. Introduction to Programming; Flowcharting.
18. The IDPAC Computer.
19. Machine Language Programming.
20. Machine Language Programming—Assembler Concepts.
21. Assembler Programming.
22. Compiler Programming—Cobol.
23. Compiler Programming—Fortran.
24. Advanced Programming Techniques.
25. Systems Analysis and Design.

UNIT V: APPLICATIONS, IMPLICATIONS, AND THE FUTURE OF DATA PROCESSING
26. Field Trip.
27. Applications: Business and Public Service.
28. Applications: Mathematical and Scientific.
29. Implications.
30. Review and a Glance into the Future.

TV TEACHERS PETER D. ABRAMS AND WALTER CORVINE—Dr. Abrams (at the right) is associate professor of education at No. Illinois University and Professor Corvine is director of computer sciences at Illinois Teachers College: Chicago—South. The two are authors of a new text, *Basic Data Processing* (Holt, Rinehart and Winston, Inc.) 1966 . . . and are currently under contract to HR&W for a number of other texts and manuals related to the field. Dr. Abrams took his Ph.D. from Illinois Institute of Technology and has been teaching for seven years. He was formerly co-director of data processing and assistant professor in psychology at Illinois Teachers College: Chicago—North. Dr. Abrams has acted as consultant in data processing and data processing curricula to Chicago City College, the Chicago Public High Schools and the Chicago Bureau of Data Processing. Prof. Corvine (at left) has also acted as consultant in his specialty at a number of Illinois institutions of higher education and has been involved in data processing curriculum development and implementation for the Chicago Public High Schools, Chicago City Junior College and Illinois Teachers College. He holds an M.A. degree from DePaul University in Chicago and has been teaching for ten years. Professor Corvine has programming experience in a number of computer languages and systems and has system analysis and design experience in a wide range of data processing applications.

TEXTBOOKS:
All students must purchase:
Abrams and Corvine. Basic Data Processing. **Holt, Rinehart & Winston, Inc., 1966.**
Graduate students must purchase in addition:
Desmond, William H. Computers and Their Uses. **Prentice-Hall, 1964.**

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

A PROGRAMED INTRODUCTION TO ECONOMIC ANALYSIS

Twenty-six, 50-minute lessons
Three, Four or Six Credit Hours

These videotaped lectures in economics are designed for use in college-level courses dealing with the principles of economics. The underlying purpose of the series is to facilitate an understanding of the *analytical content* of economics —descriptive or current-economic-problems type of material receive only minimal reference.

Part I of the telecourse (Lessons 1 through 17) features introductory material on prices in a market-oriented economy... the determination of the level of income and the role of money in such an economy... an analysis of monetary and fiscal policy... and the fundamentals of international trade. Part I is suitable for a three-hour, one-semester course... or for the first semester of a six-hour course.

Part II of this series (Lessons 18 through 26) contains material on the theory of the firm and the household... the determination of prices... the allocation of resources... and wage determination in a competitive market. Part II is suitable for the second semester of a six-hour course or possibly for a four-hour course when used in conjunction with Part I.

The lectures of this telecourse are concerned primarily with the development of the analytical tools of economics. Ideally, each lecture should be followed by an hour of discussion specifically related to the material in the lecture. An additional hour might well be devoted to related policy issues and/or to contemporary economic problems.

Since the lectures use programing techniques calling for student responses during the lectures, the video tapes must be used with the required texts noted elsewhere on this page (*Note: Please refer to Teacher's Guide Price List page in General Information section of the Catalog for price information on these texts*).

OUTLINE OF THE COURSE: Lesson numbers, titles and annotations:

1. INTRODUCTION—Definition of economics . . . An economic model

2. THE PRODUCTIVE SECTOR—Commodity and factor markets . . . Supply, demand and equilibrium price . . . Business organization and its functions

3. THE ROLE OF GOVERNMENT—Reasons for government intervention . . . Growth of government expenditures . . . Taxes: incidence, burden, benefits

4. THE NATIONAL INCOME ACCOUNTS—Gross National Product . . . National Income . . . Personal and Disposable Income

5. THE EQUILIBRIUM LEVEL OF INCOME—Saving and investment . . . The consumption function . . . An equilibrium level of income

6. CHANGES IN THE EQUILIBRIUM INCOME—An increase in investment . . . The marginal propensity to consume . . . The multiplier . . . A change in consumption

7. GOVERNMENT RECEIPTS AND EXPENDITURES—Equilibrium income with government . . . An increase in government expenditure . . . A reduction in taxes

8. UNEMPLOYMENT AND THE PRICE LEVEL—Deflationary and inflationary gaps . . . Cost-push inflation

9. INDUCED INVESTMENT AND ECONOMIC STABILITY—The equilibrium level of income . . . Instability and induced investment . . . Investment and the stock of capital

10. THE BUSINESS CYCLE—A model involving the multiplier and the accelerator

11. NATIONAL INCOME ANALYSIS—Income and expenditures . . . Historical examples

12. MONEY AND OUR BANKING INSTITUTIONS—Commercial banks and the Federal Reserve System . . . The multiple expansion of bank credit

13. OPERATION OF THE FEDERAL RESERVE SYSTEM—Open market operations . . . Changes in the discount rate—and in the legal reserve ratio

14. MONETARY POLICY IN ACTION—The Great Depression . . . World War II . . . Post World War II

15. ECONOMIC GROWTH IN THE U.S.—Aggregate supply . . . Aggregate demand

16. THE RATE OF EXCHANGE—The demand for foreign currency . . . The supply of foreign currency . . . The market rate and gold movements

17. THE BALANCE OF PAYMENTS—The equilibrium level of income . The balance of payments . . . Disequilibrium and adjustments

TV TEACHER DONALD W. PADEN is a professor of economics at the University of Illinois. Dr. Paden took his Ph.D. from the University of Iowa and has been engaged in teaching for 26 years. He has been published in a number of professional journals and is the co-author of *Statistics for Economics and Business,* published by McGraw-Hill in 1951 (rev. 1956). Dr. Paden was also a contributor to "Improvement of Teaching by Television," published by the University of Missouri Press in 1964.

18. HOUSEHOLD BEHAVIOR—Total and marginal utility . . . Diminishing marginal utility and demand . . . Changes in demand . . . Supply of labor inputs

19. BUSINESS BEHAVIOR—Production functions and diminishing returns . . . Costs of production: AC, MC, etc. . . Demand for the individual firm and MR . . . Profit maximization: MC = MR

20. MARKET BEHAVIOR—PERFECT COMPETITION—Market demand and market supply: summations . . . Market demand and supply in both the short and long runs . . . Increasing, decreasing and constant cost

21. AGRICULTURE—Selected aspects of agriculture . . . The impact of technology on supply . . . Income and population growth . . . Poverty in agriculture

22. MARKET BEHAVIOR—MONOPOLY—Demand for the monopolist . . . Marginal revenue and elasticity . . . Profit maximization

23. MARKET BEHAVIOR—MONOPOLISTIC COMPETITION AND OLIGOPOLY—Monopolistic competition . . . Advantages and disadvantages of advertising . . . Oligopoly

24. INDUSTRIAL POLICY—Concentration in industry . . . Economic factors accounting for concentration . . . Advantages and disadvantages of bigness

25. LABOR UNDER PERFECT COMPETITION—The supply of and demand for labor . . . Shifts in the allocation of labor

26. THE ALLOCATION OF RESOURCES—Production possibility curve . . . A change in tastes, productivity and labor availability

REQUIRED TEXTS:

Paden, Donald W., with M. E. Moyer. A Programed Introduction to Macroeconomic Analysis: Part I. **Stipes Publishing Co., Champaign, Ill. 1968.**

Paden, Donald W., with M. E. Moyer. A Programed Introduction to Microeconomic Analysis: Part II. **Stipes Publishing Co., Champaign, Ill. 1968.**

SUGGESTED TEXTS:

Bach, G. L. Economics. **5th ed. Prentice-Hall.**

Dooley, P.C. Elementary Price Theory **(paperback). Appleton-Century-Crofts.**

Gill, R. T. Economics and the Public Interest **(paperback). Goodyear Publishing Co., Pacific Palisades, Calif.**

McConnell, C. R. Economics. **3rd ed. McGraw-Hill.**

Samuelson, P. A. Economics. **7th ed. McGraw-Hill.**

Quad tapes or kines of typical lessons from this course—and sample copies of the accompanying study guides (texts)—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only two representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY THE UNIVERSITY OF ILLINOIS AT WILL-TV

AMERICAN PUBLIC SCHOOL

Thirty, 45-minute lessons
Three Credit Hours

TV TEACHER ARMIN C. HOESCH is an associate professor at Illinois Teachers College (Chicago, South) and director of the Chicago National Teacher Corps Consortium. He took his Ph.D. from the University of Chicago and has 18 years of teaching experience. Dr. Hoesch has traveled extensively throughout the United States, Canada, Mexico and Western Europe —all in the interests of studying public and private systems of education in these lands. Ten of his teaching years were spent in Nigeria, West Africa. Dr. Hoesch's Master's Thesis—"The Development of Elementary Education in an Illiterate Society in Nigeria"—reflected these years of educational service in Africa.

Education may be thought of as the process whereby experience is so organized as to lead to emotional, intellectual and social maturity. It is a process vital to American society—so vital, in fact, that the State of Illinois requires that all its teachers in the public schools take this course, or a similar one, to understand more fully the organization, development, programs, purposes and principles of public education in America.

Basic issues in the current educational scene are identified and described within the context of their historical development. The prospective teacher will be better enabled to cope with contemporary situations if he realizes that most of the difficulties he will meet in the classroom and in the school are not new and that his colleagues, both past and present, have coped with similar problems.

The course has six stated objectives:

—To understand the organizational structure of the American school, within the institution itself and in relation to the rest of society;

—To recognize and understand the important issues in American education and their significance;

—To view historically the issues and problems of American education in order that a greater perspective of these issues and their development may be obtained;

—To gain an appreciation of the problems of others associated with the school—colleagues, administrators and, most importantly, the students . . . and to recognize that the total organization is maintained for only one purpose—the pupil and his relationships;

—To understand types of schools which have been established in order to meet the demands of a changing American society; and

—To view and appreciate concepts of education, not only in historical perspective, but as philosophical forces which are often in opposition to each other and to current practice.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: INTRODUCTION
1. Modern Education in Perspective
   Basic Questions in Education

UNIT II: ORGANIZATION OF AMERICAN EDUCATION—IN GOVERNMENT
2. The Government's Role in Education
3. District, State, and Federal Organization
4. Federal Aid to Education
5. Relation of Church and State
6. In Perspective: Education in the American Colonies

UNIT III: ORGANIZATION OF AMERICAN EDUCATION—IN THE SCHOOL
7. What to Teach—Curriculum Development
8. Types of Schools
9. Organizing the School's program
10. Inter-relation of Administration and Function
11. Organizing the classroom
12. Preparing the Teacher

UNIT IV: THE SCHOOL IN AMERICAN SOCIETY
13. The Relations of the School and Society
14. Social Changes in Eighteenth Century America
15. In Perspective: Establishment of Public School Systems
16. In Perspective: The Development of the Common School
17. In Perspective: American Education from 1860 to 1900
18. Progressivism in American Education

UNIT V: OTHER ISSUES IN AMERICAN EDUCATION
19. Technology in Education
20. Purposes in Education
21. Team Teaching
22. The Culturally Disadvantaged Child
23. The Courts and Public Schools
24. Racial Integration and the Schools

UNIT VI: TWENTIETH CENTURY SCHOOLS
25. Elementary Schools
26. Secondary Schools
27. Higher Education
28. International Relationships and American Schools

UNIT VII: CONCLUSION
29. Prospects for Future Teachers
30. From Perspective to Progress

TEXTBOOKS:

Edwards and Richey. The School in the American Social Order. **2nd edition. Geneva Illinois: Houghton Mifflin Company, 1963.**

Ehlers and Lee. Crucial Issues in Education. **3rd edition. Paper. Holt, Rinehart & Winston, 1964.**

RECOMMENDED BUT NOT REQUIRED:

Campbell, R. L., Cunningham, and R. McPhee. The Organization and Control of American Schools. **Charles E. Merrill, 1965.**

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

EDUCATIONAL PSYCHOLOGY

Thirty, 45-minute lessons
Three Credit Hours

In this course, the student views the child as a learner on the road to maturity.

The series focuses first on the learning process in the child as a subject for scientific investigation; second, on the tools of investigation provided by modern psychology; and third, on the qualities desirable in those to whom the teaching of the child is entrusted.

The course has a developmental emphasis throughout and is oriented in particular both to the needs of the child and to the forces which motivate him to learn and adjust.

In brief summary—"Educational Psychology" surveys the maturing child. It accomplishes this by examining forces that affect the child's learning and adjustments and by showing how the methods of psychology can be used to evaluate an educational program.

The course is oriented toward the needs of children and their development but, because the teacher's role is so important to the wholesome development of the child, attention is also given to the teacher's mental health and professional growth.

Designed for undergraduates intending to become teachers, the course presents fundamental principles from the specialized areas of psychology, a knowledge considered to underlie effectiveness in teaching. The course also provides a practical review of current research and developments in the field of educational psychology.

Parents may also find in the presentation many insights into the development, adjustments and learning processes of their children.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: APPLIED PSYCHOLOGY
1. Various Fields of Psychology and the Teacher

UNIT II: GROWTH AND DEVELOPMENT
2. The Biological and Social Bases of Behavior
3. Physical and Sensory Defects
4. Growth and Development During Childhood
5. Mental Development
6. The Adolescent Years
7. Mental Growth During Adolescence
8. Adolescent Delinquency

UNIT III: LEARNING
9. An Orientation to Learning
10. Readiness and Individual Differences in Learning
11. Motivation: The Forces which Energize and Direct Behavior
12. Dynamics of the Motivational Process
13. Interests and Attitudes
14. Teaching for Permanent and Meaningful Learning
15. The Transfer and Application of Learning
16. The Social Psychology of Learning and Teaching
17. Other Factors in Social Climate
18. Discovering and Overcoming Special Difficulties in Learning
19. Psycho-Educational Diagnosis in the Classroom

UNIT IV: ADJUSTMENT AND MENTAL HYGIENE
20. Basic Processes of Adjustment
21. Adjusting to Frustrating Conditions
22. Problems of School Discipline
23. Promoting the Personal and Social Adjustment of Pupils
24. The Drop-Outs
25. Studying the Individual Child

TV TEACHER BRYANT FEATHER is on the staff of Illinois Teachers College–Chicago (South). He took his Ph.D. from the University of Colorado and has been in the teaching and administrative fields for 17 years at public and private schools and colleges. Dr. Feather has also spent a number of years in private psychological practice and consultation. He spent several years of his post doctoral residence in Europe and has traveled extensively in South America, Mexico and the Caribbean region. Dr. Feather has also had substantial radio and television exposure in the Chicago area acting as a consulting psychologist on a number of commercial and educational television programs. He is currently Director of Motivation Management, a group of Chicago psychological consultants; a lecturer in the Central YMCA Adult Education Program and Director of the Family Living Institute.

UNIT V: MEASUREMENT AND EVALUATION
26. Diagnostic Tools
27. Interpreting and Using Test Results
28. Marking, Reporting, and Pupil Placement

UNIT VI: PSYCHOLOGY OF THE TEACHER
29. Appraising the Work of the School
30. Professional Growth, Personal and Emotional Adjustment of the Teacher

TEXTBOOKS:
Blair, Jones and Simpson. Educational Psychology. **Macmillan, 1962.**
Noll and Noll. Readings in Educational Psychology. **Macmillan, 1962.**

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

OVERVIEW OF HUMAN RELATIONS PROBLEMS

Thirty, 45-minute lessons
Three Credit Hours
(Graduate Credit also)

This course is designed to describe some of the progress made in the sensitive area of human relations. Special emphasis is placed on the current educational scene.

Such questions as the following are raised: What discoveries has the social scientist made in this field? What are the myths that deceive and the ideals that inspire the realities that prevail? Who are the troublemakers and what can be done about them? What is on the agenda for our democratic society in the years immediately ahead?

Prospective and in-service teachers, social workers, nurses and others who must deal with people in an urban society should find this course of value.

One of the major objectives of the course is to develop a clear set of goals for interpersonal behavior consistent with democratic ideals and processes. An analysis is made of the central concept of democracy, showing its strength and its misuse.

The course also introduces and studies the many different ethnic groups found in this country along with the cultural heritage and traditions of each. Some of the problems the newcomers have faced and some of the major ways which they have created to help solve these problems are also outlined.

The telecourse also attempts to develop a broad understanding of human relations issues around the world and to develop skills in finding, using and evaluating information in the human relations area.

Various concepts in the human relations field are also explored: e.g. social values, integration, ethnocentrism, population trends, James Crow, Esq., survival values, transference relationship, race and prejudice. Also developed in the course are skills helpful in observing and handling human relations problems as they arise in school and other group situations.

TV TEACHERS OSCAR E. SHABAT (left) and MORRIS L. HAIMOWITZ—Professor Shabat is executive director of Chicago City College and has 33 years of teaching experience. He holds an M.A. from the University of Chicago and served as director of the Human Relations Bureau of the Chicago Public Schools from 1960 to 1962. From 1951 to 1961, Prof. Shabat was director of the Police Training Program at Chicago City Junior College. Text publications on which he has collaborated include: Weinberg and Shabat, *Society and Man,* 1956, 1965 (Revised) Prentice-Hall . . . and Atteberry, et al. (associate author), *Introduction to the Study of Social Science,* Macmillan Co., 1939, 1947 (Rev. Ed.). Dr. Haimowitz is director, Bureau of Human Relations, Chicago Public Schools. He took his Ph.D. from the University of Chicago and has been teaching for 18 years. His book publications include: *Human Development* (co-authored with Natalie Reade Haimowitz), Thomas Y. Crowell, 1960 (Rev. 1966) . . . and a chapter appearing in *School Dropouts,* by Daniel Schreiber, National Education Association, 1964. Dr. Haimowitz is also the author of 15 TV study guides for courses in child psychology, human relations, sociology and education. He has also written a chapter for the book entitled *In-Service Training for Teachers of the Gifted,* published in 1967 by the Superintendent of Public Instruction, State of Illinois. Dr. Haimowitz has lectured extensively throughout the United States and has practical experience in group psychotherapy and marriage and family counseling.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: BACKGROUNDS
1. Human Relations Today: Overview of Course.
2. Major Demographic Trends.
   Guest: Prof. Phillip Hauser.
3. The Public Schools in a Changing World
   Guest: Asst. Supt. David Heffernan.

UNIT II: THE AMERICAN DREAM; MYTH OR REALITY?
4. The American Dream: Progress in Making It a Reality.
   Guest: Mr. John B. McKnight.
5. Prejudice As a Sense of Group Position.
   Guest: Prof. Herbert Blumer.
6. Prejudice As a Sense of Personal Deprivation.
7. Public Opinion and the Power Structure.
8. Prejudice, Incorporated.
   Guest: Dr. Paul Welty.
9. The Acting Crowd.
   Guest: Prof. Joseph D. Lohman.

UNIT III: UNDERSTANDING AND WORKING WITH NEWCOMERS
10. The Southern In-Migrant.
    Guest: Prof. Perley Ayer.
11. The European Immigrant.
    Guests: Prof. Judah Rosenthal and Mr. George Walter.
12. Spanish Speaking Immigrants.
    Guest: Prof. Clarence Seniour.
13. The American Negroes.
    Guest. Prof. John Hope Franklin.
14. The American Indian.
    Guest: Prof. Sol Tax.

UNIT IV: HUMAN RELATIONS AND EDUCATION
15. Society and Education.
16. Democracy in the Classroom.
    Guests: Doolittle School Faculty.
17. Technological Change and Social Change.
    Guest: Dr. Robert Montgomery.
18. Working with Children.
    Guest: Mabel Hemington.
19. Working with Youth.
    Guest: Prof. Kirsten Weinberg.
20. Parents, Teachers and Principals.
    Guest: Dean Harry N. Rivlin.
21. Education for the Culturally Deprived.
    Guest: Dr. Daniel Schreiber.
22. The Great Cities Research Project.

UNIT V: PROGRESS IN HUMAN RELATIONS
23. In Law. Guest: Prof. David Fellman.
24. In Business and Industry.
    Guest: Mr. Virgil Martin.
25. In Housing.
26. In Interpersonal Relationships.
27. In International Relations.
    Guest: Mr. Maurice F. X. Donohue.
28. Trends in Human Relations Research.

UNIT VI: SUMMARY OF COURSE
29 and 30. Summary of Course.

TEXTBOOKS:

Gordon W. Allport. The Nature of Prejudice. **Doubleday Anchor, 1958.**
John Collier. Indians of the Americas. **Mentor, 1947**
M. L. Haimowitz and N. L. Haimowitz. Human Development. **Thomas Y. Crowell, 1963.**
Oscar Handlin. The Uprooted. **Grosset and Dunlap, 1957.**
Harvey Wish, ed., The Negro Since Emancipation. **Prentice-Hall Spectrum, 1964.**
L. S. B. Leakey. Adam's Ancestors. **Harper Torchbook, 1960.**
John Slawson, The Role of Science in Intergroup Relations. **American Jewish Committee, 1964.**
Eric Berne. Games People Play. **Grove Press. 1964.**
William Glasser, Reality Therapy. **Harper Rod, 1965.**

Quad tapes or kines of typical lessons from the course—along with a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

TV TEACHER MAX D. ENGELHART retired in September 1966 as director of institutional research at Chicago City College and is now teaching at Duke University, Durham, N. C. He holds a Ph.D. degree from the University of Illinois and has had 38 years of experience in the teaching, educational testing and education research fields. Dr. Engelhart has been published in such journals as "Educational and Psychological Measurement," "Psychometrika," "Journal of Experimental Education," and "Journal of Educational Measurement." His texts include: *Scientific Study of Educational Problems* (with W. S. Monroe) and *Problems and Techniques of Educational Research* (to be published by Harcourt, Brace and World). Dr. Engelhart notes that the course described on this page will be useful to those concerned with educational testing or education research . . . and that counselors should profit from it.

Quad tapes or kines of typical lessons from the course—along with a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

MEASUREMENT AND EVALUATION

Thirty, 45-minute lessons
Three Credit Hours
(Graduate Credit also)

The aim of this course in "Measurement and Evaluation" is two-fold.

First, it will treat the construction and uses of various kinds of tests; and second, it will describe ways of organizing and interpreting test score data for instructional purposes.

Instruction is given relating to both teacher-made and standardized achievement tests. The course also deals with tests of general scholastic aptitude (intelligence), tests of special aptitudes, and instruments useful in assessing interests, attitudes and personality traits.

Included is a discussion of specific methods useful in the organization and interpretation of test score data for the purpose of improving instruction, guidance and placement. Such discussion is confined largely to describing the functions of statistical methods.

The student is expected to memorize only a few basic formulas and computational procedures, though instruction is by no means restricted to these formulas and procedures.

Instructional objectives of the course are outlined in the study guide which accompanies the course. They are listed under the general headings of: "Knowledge," "Intellectual Skills," and "Ideals, Attitudes and Interest."

The first category implies the imparting, assimilation and recall of facts and the utilization of factual exercises. The second category of objectives implies instruction designed to develop in students the skills and abilities needed in applying knowledge or in using critical thinking in solution of novel problems. The third category refers to those outcomes of instruction most often acquired by example rather than by precept.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: INTRODUCTION
1. General Characteristics and History of Educational Measurement
2. A Little Statistics

UNIT II: BASIC PRINCIPLES OF TESTING
3. Characteristics of Good Tests—Reliability
4. Characteristics of Good Tests—Validity
5. Other Characteristics of Good Tests

UNIT III: CONSTRUCTING, USING, AND EVALUATING TEACHER-MADE TESTS
6. Instructional Objectives
7. Short-Answer and Essay Exercises
8. Evaluation of English Composition or Communication Skills
9. Objective Evaluation of Communication Skills
10. Basic Rules for Writing Objective Exercises
11. Objective Exercise Writing in Literature and the Social Studies
12. Objective Exercise Writing in the Natural Sciences and Mathematics
13. Giving, Scoring, and Analyzing Teacher-Made Tests
14. Review

UNIT IV: SELECTING AND USING STANDARDIZED MEASURING INSTRUCTIONS
15. Use of Standardized Achievement Tests in the Elementary Grades
16. Use of Standardized Achievement Tests on the High School Level
17. Measurement of General Scholastic Aptitude
18. Measurement of Special Aptitudes and Abilities
19. Measurement of Personality and Adjustment
20. Measurement of Personality and Adjustment
21. The Measurement Program
22. Review

UNIT V: INTERPRETING TEST DATA IN IMPROVING INSTRUCTION AND GUIDANCE
23. Organization and Interpretation of Test Data
24. Organization and Interpretation of Test Data
25. Organization and Interpretation of Test Data
26. Use of Test Data in the Improvement of Instruction
27. Use of Test Data in Guidance and Counseling
28. Use of Test Data in Experimental Evaluation of Materials or Methods of Instruction
29. Use of Test Data in Experimental Evaluation of Methods or Materials of Instruction
30. Review

TEXTBOOKS:
Graduates and Undergraduates:
Noll, Victor H. Introduction to Educational Measurement. **Houghton Mifflin, 1957.**
Graduates:
Cronbach, Lee J. Essentials of Psychological Testing, 2nd ed. **Harper and Brothers, 1960.**

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

PHILOSOPHY OF EDUCATION

Thirty, 45-minute lessons
Three Credit Hours

This telecourse focuses on the problems of education viewed in the contexts of human experience—political, social, economic and ethical.

Also examined are various philosophical views on the relationship of education to political institutions, social processes, material conditions and ideal values.

Although primarily designed for future teachers, the course should be of interest to all students concerned with the problems of philosophy.

The teaching approach to this telecourse is four-fold: philosophic, humanistic, pluralistic and educational.

It is neither a survey course nor an exercise in statistics . . . but rather a confrontation of varying philosophical points of view on the problems selected. The stimulation of the student-audience to employ critical thinking is heavily employed in the lessons.

In the humanistic approach, the student is exposed to some of the best statements ever made on the subjects or problems studied. This comes in the form of required reading, a partial list of which appears in the Textbooks section of this page.

And, presuming that the problems of education are manifold, the pluralistic, as opposed to the dogmatic approach, is employed in the teaching of the course. The student is encouraged to think creatively and independently rather than merely presenting pat answers or dogmatic solutions.

By properly reacting to the above methods the student can realize the major goal of this collective approach to learning—that of attaining this knowledge through an entirely educational approach.

In addition to completion of three examinations, the student will be required to write a research paper on a carefully selected educational problem.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER WILLIAM L. STEVENS has been a classroom and television teacher for the past 12 years. He took his Master of Arts degree from the University of Chicago and is currently an assistant professor at the Chicago City College Wright Campus. His academic field is philosophy—specifically, political philosophy. His Ph.D. dissertation, entitled: "Labor, Freedom and Property in the Philosophies of John Locke and Karl Marx," is currently in preparation for the University of Chicago. Mr. Stevens has been published in a number of professional journals and is the author of study guides for the three Chicago TV College courses he teaches—including the two noted in this Great Plains catalog. Prior to his association with Chicago City College, Mr. Stevens taught philosophy at Illinois Institute of Technology and at the Downtown Center of the University of Chicago. During his U.S. Army days, Mr. Stevens was involved in information dissemination and discussion leader work with Army troops and German civilians. He, along with other Chicago area teachers, is currently conducting educational rehabilitation projects at Illinois State Prisons.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: EDUCATION: THE INTELLECTUAL AND MORAL POWERS OF MAN

1. Introductory. History of American Education: 17th, 18th and 19th Centuries
2. Introductory. History of American Education: 20th Century
3. Education as Intellectual Reminiscence, I
4. Education as Intellectual Reminiscence, II
5. Education as Intellectual Reminiscence, III
6. Education as Moral Breeding, I
7. Education as Moral Breeding, II
8. Education as Care, Discipline and Training, I
9. Education as Care, Training and Discipline, II
10. Air Conference

UNIT II: EDUCATION: THE ETHICAL AND RELIGIOUS VALUES OF MAN

11. Education, Knowledge and Theology
12. Liberal Education as an End
13. Liberal Education and Religion
14. Education and Religion as Illusion, I
15. Education and Religion as Illusion, II
16. The Goals of Education, I
17. The Goals of Education, II
18. The Goals of Education, III
19. Air Conference

UNIT III: EDUCATION: THE SOCIAL AND POLITICAL INSTITUTIONS OF MAN

20. Education and Political Democracy, I
21. Education and Political Democracy, II
22. Education and Social Democracy, I: Education as Social Need and Function
23. Education and Social Democracy, II: The Democratic Criterion in Education
24. Education and Social Democracy, III: Applications of the Democratic Criterion to Actual Life
25. Education and Social Democracy, IV: The Philosophy of Education
26. Education and Communism, I
27. Education and Communism, II
28. Education and Political Ideals, I
29. Education and Political Ideals, II
30. Conclusion: Education, Politics and Communication

TEXTBOOKS:

Counts, George. Krushchev and the Central Committee Speak on Education. **University of Pittsburgh Press, 1961.**

Dewey, John. Democracy and Education. **MacMillan Paperback, 1961.**

Freud, Sigmund. Future of an Illusion. **Doubleday Anchor Books, 1957.**

Griswold, Dwight. Liberal Education and the Democratic Ideal. **Yale University Press, 1959.**

Jefferson, Thomas. Crusade Against Ignorance. **Classics in Education, 1960. No. 6. Columbia Teachers College. Columbia University Press.**

Kant, Immanuel. Education. **Ann Arbor Paperbacks. University of Michigan Press, 1960.**

Newman, John Henry. The Scope and Nature of University Education. **Everyman Paperback. E. P. Dutton & Company, 1958.**

Plato. Meno. **(Trans. Benj. Jowett) Library of Liberal Arts. Liberal Arts Press.**

Whitehead. Alfred North. The Aims of Education. **Mentor Books, 1961.**

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

TV TEACHER MICHAEL S. PARFENOFF, associate professor of art at Chicago City College, holds a Master of Fine Arts degree from the Art Institute of Chicago and has 15 years of teaching experience in his field. Professor Parfenoff wrote and produced the outstanding study guide which accompanies this course. He has also written a number of articles for the Illinois State Committee on Art. Professor Parfenoff has conducted workshops in the Chicago area and has lectured at length in his field. He has had his work exhibited at the Chicago Printmakers Invitational, the Chicago Print and Drawing Exhibition, the Art Institute of Chicago, the Young Chicago Painters (Holland Gallery), the Old Town Gallery Invitational Exhibition and the Philadelphia Print Club Exhibition. He is founder and director of the Blackhawk Summer School of Art in Blackhawk, Colo

INTRODUCTION TO THE VISUAL ARTS

(Creative Art)

Thirty, 30-minute lessons
Three Credit Hours

"Introduction to the Visual Arts" is a basic course designed to develop and extend the creative potential of the student through instruction in the use of the materials and media of the artist.

The course deals with concepts and materials as they relate to the structure of visual expression. Emphasis is placed on understanding basic concepts of visual order and acquiring the skills necessary to express them as art forms.

The course is divided into 10 units. The first unit deals with the general areas of creative expression. The second unit relates the grammatical elements of visual structure and the means or tools for its expression. The units following deal with the agents (mediums) which convey artistic expression to the observer. Included in each unit of the study guide are problems, vocabulary and suggested readings.

The extremely attractive study guide is packed with a wealth of instructive material and is beautifully and profusely illustrated.

Evaluation of student work is based on knowledge, sensitivity and skill of the student's own individual use of the materials and elements which constitute the visual experiences. This evaluation has to be, to a large extent, self-directed. It is necessary however for the student to accept general criticism made during the telecast and apply this to his problem.

The success of the student in this course is based on the personal growth of the individual. There is no test or means of measurement yet devised that assures the student of having gained an understanding and sensitivity to the arts.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: INTRODUCTION TO CREATIVE EXPRESSION
1. Creative Art
2. Media of Artistic Expression

UNIT II: VISUAL STRUCTURE
3. Elements and Principles of Visual Structure
4. Means of Expression
5. Line as a Means of Expression
6. Shape as a Means of Expression
7. Texture as a Means of Expression
8. Color as a Means of Expression

UNIT III: DRAWING AND PAINTING
9. Introduction to Drawing and Painting
10. Composition: Still Life
11. Depth and Illusion
12. Human Figure
13. Painting: Methods and Materials

UNIT IV: THE GRAPHIC ARTS
14. Introduction to the Graphic Arts
15. Relief Prints: Wood Block, Linoleum Block and Lithography
16. Intaglio Prints: Etching, Aquatint, Drypoint and Engraving
17. Serigraphy

UNIT V: CREATIVE PHOTOGRAPHY
18. Photography as a Creative Medium

UNIT VI: SCULPTURE
19. The Third Dimension
20. Additive Method
21. Subtractive Method
22. Constructed and Natural

UNIT VII: ARCHITECTURE
23. Introduction to Architecture
24. The Architecture of Our World

UNIT VIII: CERAMICS
25. Introduction to Ceramics
26. Hand Methods of Building with Clay
27. The Potter's Wheel and Ceramic Decoration

UNIT IX: STAGE CRAFT
28. Introduction to Stage Craft
29. Scenery Construction

UNIT X: SUMMARY
30. Summary of Course

TEXTBOOK: Study Guide

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

TV TEACHER OTTO T. JELINEK is vice chairman of the music department at Chicago City College. Because he is a professional musician with 35 years of experience in all phases of music—symphony, opera, oratorio, chamber music, solo work and musical shows—Professor Jelinek brings a wide and varied background in the field to his classes. A teacher for the past 34 years, Prof. Jelinek holds an M.F.A. degree from the Chicago Academy of Music and M.Mus. from Northwestern University. He has been published in musical journals and has authored study guides used in conjunction with his TV College courses. His performed musical works include: "Suite for Chamber Orchestra" (1941), "Sonata for Violin and Piano" (1942) and "String Quartet D Major" (1944). Prof. Jelinek was director of the Iowa All-State music groups from 1939 to 1945; a member of the Cleveland Symphony Workshop, under the direct supervision of George Szell (Prof. Jelinek was one of 15 musicians chosen for this honor by nationwide examination); and director of the Waterloo (Iowa) Symphony Orchestra from 1945 to 1955. He is currently director of the Children's Civic Orchestra Association in Chicago.

FUNDAMENTALS OF MUSIC

Thirty, 45-minute lessons
Three Credit Hours

"Fundamentals of Music" deals primarily with materials with which music is made and with some of the basic means by which musical materials are organized into intelligible forms.

It is a first course for teachers, musicians, and those who would like music to be more meaningful and enjoyable. The course requires no previous music training.

Aim of this series is to present a plan that will enable students to learn the fundamentals of music theory. The course is designed to provide the layman with solid information that will increase his understanding and knowledge of how music is constructed. He thus will be prepared to pursue the more advanced subjects of theory, such as harmony, counterpoint and orchestration, should he choose to do so.

In this introductory course, basic terminologies and the many problems of notation will be dealt with. Also, material for developing the fundamental skills of performance (ear-training, sight-singing, etc.) will be supplied through the study of scales, keys and melody.

Some principles of abstract acoustical theory, an introduction to the instruments of the orchestra and musical form will round out the course. Though emotions play a great part in the study and enjoyment of music, the approach through this course is strictly at the rational level.

Stated objectives of the course are:

—To develop an ability to apply an understanding of those elements that are common to all music to one's role as a listener;

—To develop an understanding, in the performer, of the interplay of musical ideas, methods and principles;

—To develop an appreciation of the function of the creator (composer) and the problems confronting the performer; and

—To develop an understanding of the way music has been differentiated from and related to various arts.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: ABOUT TONE AND PITCHES
1. Introduction and description of the course. Tone and its properties
2. Notation of Music—The Staffs and Cleffs
3. Specific Pitch Names

UNIT II: ORGANIZATION OF NOTE VALUES, DURATION AND RHYTHM
4. Elements of Notes and Rests
5. Simple Meter—The Dot
6. Compound Meter

UNIT III: FORMATION OF SCALES
7. Major Scales—The Order of Sharps
8. Key Signatures in Sharps
9. Minor Scales—The Order of Flats
10. Forms of Minor Scales
11. Chromatic Scale—Ascending and Descending—Enharmonism

UNIT IV: INTERVALS
12. The Size of Intervals
13. Perfect and Major Intervals
14. Minor, Augmented and Diminished Intervals
15. Inversion of Intervals

UNIT V: PRODUCTION OF SOUND—MUSICAL ACOUSTICS
16. Wind Instruments—Transposition
17. Percussion Instruments
18. String Instruments
19. Film "Young Person's Guide to the Orchestra"
20. Vocal Music—Guests

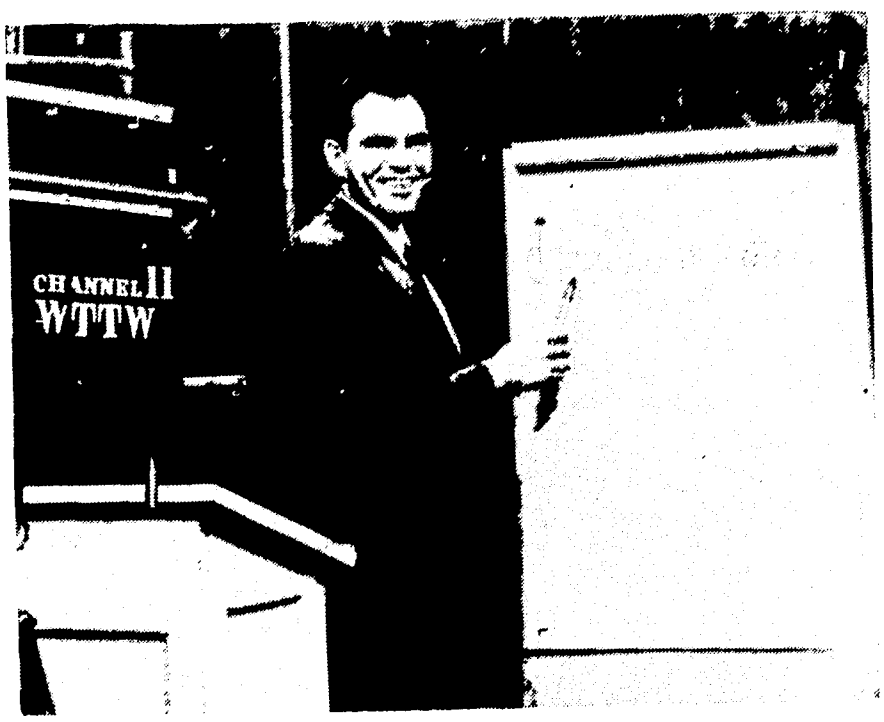
UNIT VI: THE STRUCTURE OF TRIADS
21. Defining and Constructing Major and Minor Triads
22. Defining and Constructing Diminished and Augmented Triads
23. Inversion of Triads
24. Inversion of Triads continued

UNIT VII: MUSICAL ORGANIZATION
25. Transposition
26. Ornaments
27. Terminology
28. Musical Form
29. Musical Form
30. Review of the Course

TEXTBOOK AND OTHER MATERIAL:
Introduction to Music by Hugh M. Miller (Barnes and Noble)
Backgrounds in Music Theory by Maurice C. Whitney (G. Schirmer, N. Y.)
Cardboard Piano Keyboard
Music Writing Paper (ruled staff paper)
Pocket Manual of Musical Terms, Theo. Baker

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV



TV TEACHER ALBERT DONNELL is an associate professor of Spanish and French on the Chicago City College's Wright Campus. He holds a Ph.D. degree from the National University of Mexico. Dr. Donnell spent two years teaching English to Mexicans at the Mexican-American Institute in Mexico City . . . and has 16 years experience in the teaching of Spanish at junior colleges. Dr. Donnell lived in Mexico for seven years. He is the author of *Vamos a Conversar*: National Textbook Corp., and *Speak Spanish*, a conversational guide for television.

SPANISH

Thirty, 45-minute lessons
Four Credit Hours

This basic course in Spanish assumes the telestudent has no previous knowledge of the language.

The audio-lingual approach is employed to develop in the student an ability to understand, speak, read and write Spanish within a limited vocabulary. The required textbook (see below) uses the most up-to-date methods in language teaching, including pattern drills to fix the grammar of the language with the least effort . . . phonograph records of the dialogs . . . and filmstrips and movie films of the dialogs. The records, tapes and films all feature native speakers of various standard dialects.

Stated objectives of the course are: to develop an understanding of the structure of Spanish in written and oral communication . . . to develop an understanding of spoken Spanish within a limited vocabulary . . . to develop an ability to speak Spanish within a limited vocabulary and syntax . . . to acquire a good pronunciation of the spoken language . . . and to develop reading and writing ability in the language.

Dialogs and pattern drills are used to build the student's knowledge of language structure. And, in addition to these, the study guide accompanying the course contains some programmed material. Programmed learning is based on breaking knowledge up into its smallest component bits and learning these bits one by one instead of all at once.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: CECILIA'S FAMILY
1. Introduction to Course
2. Pronunciation
3. Begin Dialogue 2
4. Present Tense of -ar Verbs
5. Numbers
6. The Gender of Nouns

UNIT II: A TELEPHONE CONVERSATION
7. Begin Dialogue 3
8. Intonation
9. Ser vs. estar
10. Word Drill
11. Review Dialogue 3

UNIT III: THE SAINT'S DAY
12. Dialogue 4
13. Present Tense of -er -ir Verbs
14. Object Pronouns
15. Possessive Adjectives
16. Review for Midterm Exam
17. Review for Midterm Exam

UNIT IV: PROBLEMS OF A HOUSEWIFE
18. Begin Dialogue 5
19. Present Tense of Irregular Verbs
20. Familiar Commands
21. Formal Commands
22. Object Pronouns with Commands
23. Review Dialogue 5

UNIT V: TRAFFIC ROW
24. Begin Dialogue 6
25. Past Tense of Regular Verbs
26. Practice on Past Tense
27. Vocabulary Drill
28. Review Dialogue 6
29. Review
30. Review for Final Exam

TEXTBOOK AND OTHER MATERIAL:
Modern Language Association, Modern Spanish: **Harcourt, Brace & World.**

OPTIONAL:
Boxed set of 4 12" records of the dialogues of the text.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

AMERICANS FROM AFRICA: A HISTORY

Thirty, 30-minute lessons (College or Senior High Level)

This series—AMERICANS FROM AFRICA: A HISTORY—is aimed at developing better understanding among students by increasing their awareness of the part that *all* Americans have played in the making of this nation. By emphasizing the historical role of the American Negro, generally omitted from schoolbooks, the series seeks to contribute to an easing of the tensions and an understanding of the present-day crises.

The television teacher is Dr. Edgar Allan Toppin, professor of history at Virginia State College in Petersburg since 1964. Highly regarded in the field of Negro history, Dr. Toppin has authored and co-authored a number of articles and books on the subject.

The three stated aims of AMERICANS FROM AFRICA: A HISTORY...

—To make students and other viewers aware of the significant role played by Americans from Africa in the development of this country and to provide them with a basis for appreciation of the important contributions made by Negroes to American life and culture.

—To assist teachers in broadening their own knowledge of the neglected subject of Negro history, thus enabling them to present in their classrooms a more informed analysis of the crises now confronting this nation.

—To provide all viewers with a broader perspective for assessing the demonstrations and disturbances currently featured in the news media.

Dr. Toppin notes in an introductory message appearing in the teacher's guide that accompanies the telecourse:

"One of the great strengths of the United States lies in the fact that many persons of different colors, national origins and creeds combined their diverse talents in the building of our nation. Yet, surprisingly few persons are well-informed of the contributions of this significant segment of the population—those whose ancestors came here from Africa. This series tries to correct that deficiency by showing the role played by persons of African descent in the development of America.

"Since the American Negro was one-fifth of the population in 1790 and is one-ninth today, his story is no small part of the history of America... Emphasis throughout will be on the major forces and developments that shaped the national destiny and the lives of black and white Americans. Events involving groups and individuals will therefore be taken up not in isolation but in the total context of the historical period of which they are an indivisible part.

"...you can not play the piano well without striking both the black and white keys. The proper history of America must strike all keys. This series hopes to do just that...."

OUTLINE OF THE COURSE: Lesson numbers and titles:

1. African Beginnings
2. West African Kingdoms, Life and Impact
3. Slave Trade from Africa to the Americas
4. Africans in Latin America: Explorers and Citizens
5. Slavery in the Southern Colonies
6. Slaves and Freemen in the Middle and Northern Colonies
7. Black Men in the American Revolution
8. Afro-American Achievers in the Revolutionary Era
9. Rise of the Cotton Kingdom
10. Plantation Slavery and Urban Negroes
11. Slave Life
12. Day-by-Day Resistance and Slave Revolts
13. Black Contributions, Early 19th Century
14. Frederick Douglass and Afro-Americans in the Abolitionist Movement
15. Slavery Issue and the Coming of the Civil War
16. The Black Man in the Civil War
17. Freedmen and Black Codes
18. Carpetbag Regimes and "Negro Rule"
19. Booker T. Washington and the Atlanta Compromise
20. Racism, Disfranchisement and Jim Crow
21. Afro-American Achievers: Late 19th Century and Early 20th Century
22. Northward Migration and Urban Conflict
23. W. E. B. DuBois and the Niagra Movement
24. NAACP, Urban League and Early Battles for Rights
25. World War, Garveyism and Negro Cultural Renaissance
26. The New Deal and the Afro-Americans
27. Era of Change: Progress and Achievements during World War II and After
28. Desegregation Decision: Forerunner and Enforcement
29. Martin Luther King and the Civil Rights Movement
30. New Militancy and Black Power

TV TEACHER EDGAR ALLAN TOPPIN, before coming to Virginia State College in 1964, taught at such institutions as Alabama State College, The University of Akron, North Carolina College and Western Reserve University. He is the author or co-author of more than forty articles and reviews . . . and of three books: "Pioneers and Patriots," "A Mark Well Made" and "The Unfinished March." The timely and interesting content of AMERICANS FROM AFRICA: A HISTORY is further enhanced by Dr. Toppin's well-reasoned and unemotional teaching approach. Dr. Toppin, a native New Yorker, holds degrees in American history from Howard University (B.A. and M.A.) and Northwestern University (Ph.D.).

Quadruplex video tapes or a kinescope of typical, representative lessons from AMERICANS FROM AFRICA: A HISTORY—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes on request from Great Plains Library. There is no cost (save for return postage on the material) or obligation connected with this previewing service.

Produced by Central Virginia ETV Corp., Richmond, Va., at WCVE-TV

HISTORY OF AMERICAN CIVILIZATION

by Its Interpreters

Ninety-four, 30-minute lessons

The full impact of this sterling series will probably not strike for a number of years. Its value can perhaps be best ascertained by dreaming some impossible dreams. To wit: Herodotus and Thucydites personally teaching courses in ancient Greek history . . . Edward Gibbon expounding on Roman history . . . Frances Parkman offering his interpretations on various aspects of the American experience . . . Charles Beard discussing the Constitution of the United States.

This extremely valuable series of lectures on American History, produced by the University of Texas, now has made dreams of this type come true.

Forty distinguished American historians critically examine the period or topic of American civilization in which he considers he has contributed the most to historical thinking. Here, then, in this history-making instructional television series, is not the third person interpreting the thoughts of the historian but the historian himself in a personal exposition.

A LISTING OF THE LECTURERS AND THEIR GENERAL TOPICS:

LEONARD ARRINGTON on The Mormons; SAMUEL FLAGG BEMIS on American Foreign Policy; RAY A. BILLINGTON on The Frontier in Early American History; CARL BRIDENBAUGH on The First Half of American History; JULIAN BOYD on Thomas Jefferson; RALPH BUNCHE on 20th Century Collective Security; LYMAN BUTTERFIELD on The Adams Family in American History, Thought and Literature; THOMAS D. CLARK on The Early American Frontier; HENRY STEELE COMMAGER on The Discovery of America—The American View; DANIEL COSIO VILLEGAS on Latin American Viewpoint; THOMAS C. COCHRAN on Twentieth Century Business; AVERY CRAVEN on The Coming of the Civil War; MERLE CURTI on The Intellectual Scene;

JOE B. FRANTZ, Introduction to Series; JOHN HOPE FRANKLIN on The Negro in American History; RALPH GABRIEL on The Intellectual and the Spirit; PAUL GATES on Public Land Problems in American History; ERIC GOLDMAN on American Reform, Crucial Decade; CONSTANCE McLAUGHLIN GREEN on The Rise of the City; SENATOR ERNEST GRUENING on The Formation of New States; BRAY HAMMOND on The Two United States' Banks; OSCAR HANDLIN on Immigration in American History; RICHARD HOFSTADTER on The Age of Reform; WILLIAM R. HOGAN on American Social History: An Unmastered Challenge; MERRILL JENSEN on The Nature of the American Revolution; EDWARD C. KIRKLAND on Business in the Late 19th Century, 1865-1900; ARTHUR S. LINK on Woodrow Wilson; SAMUEL ELIOT MORISON on Christopher Columbus;

RICHARD B. MORRIS on New Explorations Into the Early American Past; ALLAN NEVINS on Democracy Under Pressure; RODMAN PAUL on Mining Frontiers of the Far West; DEXTER PERKINS on American Foreign Policy; GEORGE W. PIERSON on The Making of An American; DAVID POTTER on The Making of an American: Other Views; ARTHUR SCHLESINGER JR. on The New Deal; BOYD C. SHAFER on Historical Writing and Research; ARNOLD J. TOYNBEE on The Study of History; WALTER PRESCOTT WEBB on Two Webb Hypotheses; BELL WILEY on The Civil War Soldier; C. VANN WOODWARD on The Southern Historian and His Subject; and BENJAMIN F. WRIGHT on The Supreme Court in American History.

The potential user of these lessons would be under no obligation to use the entire 94 lessons. The only restriction is that all lessons from a single lecturer be used. The number of lectures from each teacher range from one to four half-hour lessons—the bulk of them two or three lectures. Please contact Great Plains Library for more detailed lecture information.

The interested user should further understand that, due to the economics which would be involved, it is verily impossible for Great Plains to provide preview material on each of the forty different lecturers. The Library has necessarily chosen at random a number of the programs to be made available for the no-charge previewing service. Please inquire as to these availabilities.

Quad tapes or a kine of typical lessons from the course are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY THE UNIVERSITY OF TEXAS AT KLRN-TV

HISTORY OF THE AMERICAN PEOPLE FROM 1865

Thirty, 45-minute lessons
Three Credit Hours

This course surveys and interprets the main political, economic and social trends from 1865 to the present day. While the primary emphasis is institutional, personalities are not neglected—particularly if their historical importance warrants special analysis.

As an enrichment bonus, experts on specific topics like immigration and foreign affairs participate with the instructor from time to time in panel discussions.

Students taking this telecourse—in order to develop an understanding of the political, economic and social trends in the United States during the past century—are required to read widely in relevant primary and secondary source materials.

Developed in the student is the ability to analyze divergent interpretations of historical events in United States history. The student, through his reading experiences, analyzes the arguments of principal historical figures and assesses these divergent interpretations of historical events.

These experiences should develop desirable thinking skills and habits which will hopefully remain permanent acquisitions. Each student will report on a specialized historical work in which he will be required to make a critical interpretation and analysis.

And finally—and most hopefully—the student, through his reading and observations, will develop an appreciation of historical scholarship and style.

TV TEACHER FRANCIS A. GAUL, professor of history at Chicago City College, took his Master of Arts degree from the University of Chicago and has been engaged in teaching for 21 years. Professor Gaul has authored a number of TV study guides for Chicago City College courses, including the one which accompanies this telecourse. He has traveled extensively throughout the United States, Canada and Mexico and has visited South America, Africa, Southern Europe and the islands of the Caribbean. Professor Gaul has been quite active over the years in local civic affairs and organizations in the Chicago area.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: ECONOMIC REVOLUTION
1. Introduction
2. Problems in the Wake of the Civil War
3. Reconstruction Policies
4. The Grant Era
5. The Technological Revolution: 1865-1890
6. The Republican Era
7. The Development of Labor Organization —1865-1900
8. Immigration
9. The Agricultural Revolution, 1870-1900
10. Politics—1890's
11. Review of Unit I

UNIT II: WORLD POWER
12. The United States becomes a World Power
13. Theodore Roosevelt and the American Empire
14. Muckraking and the Rise of Progressivism
15. The Progressivism of Theodore Roosevelt and William H. Taft
16. The Progressive Campaign of 1912
17. Woodrow Wilson's New Freedom
18. Wilsonian Diplomacy
19. Wilson's Program for World Peace
20. Review of Unit II
21. "Normalcy"

UNIT III: RECENT DECADE
22. The Hoover Administration
23. The Roaring Twenties
24. "The New Deal" I
25. "The New Deal" II
26. Isolationism
27. The Roosevelt Foreign Policies
28. The United Nations
28. The Truman Era
29 and 30. Course Summary

TEXTBOOKS:
1. The Growth of The American Republic by Samuel Eliot Morrison and Henry S. Commager, Vol. II (Oxford U. Press, 1962)
2. Great Issues in American History, Vol. II by Richard Hofstader, Paperback ed. (Vintage Books, New York, 1958)

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

HUMANITIES

(First General Course)

Thirty, 45-minute lessons
Three Credit Hours

This is a general introductory course which integrates the areas of literature, painting, architecture, music and philosophy. It is geared for a student in any curriculum and is designed to give him an understanding of some of the intellectual and artistic work common to modern civilization.

No previous background in any of the areas is required but by the end of the course the student should be able to read great novels, stories and poems; look at paintings and buildings; listen to symphonies and operas; and grasp some of the great human ideas with a degree of appreciation and skill so he may continue to enjoy further examples of such works for the remainder of his life.

Major objective of this particular course is to learn how an individual communicates his ideas to other human beings through the medium of language (short story, novel, drama, poetry), tones (music) or shapes and colors (architecture and painting).

Thus will be determined the basic elements of these art forms and the devices the artist uses to build his complete communication.

There are four formal objectives in this telecourse:

—To introduce the student to a variety of experiences within the different forms of art. Under study are works of literature, painting, architecture and music—most of them chosen from the modern world;

—To present these works of art so the student will appreciate and enjoy them, thereby instilling a desire to seek such additional experiences in later life;

—To help the student acquire skills, methods and disciplines by which he may experience and understand works of art not specifically encountered in the coures. The major portion of the final examination will attempt to test whether the student has in fact acquired these skills and understandings; and

—To help the student develop a degree of critical discernment so he may discriminate between the good and the bad and the beautiful and the ugly in works of art.

OUTLINE OF COURSE: Units and Lesson Topics

UNIT I: THE LITERARY ARTS
1. What Are the Humanities?
2. The Basic Elements of Literature
3. The Short Story
4. The Novel
5. The Novel
6. Production of the Stage Play
7. The Drama
8. The Basic Elements of Poetry
9. Narrative Poetry
10. Lyric Poetry
11. Summary: Literature

UNIT II: THE VISUAL ARTS
12. The Basic Elements of Painting
13. Composition in Painting
14. Impressionism
15. The Reaction Against Impressionism
16. Modern Painting: The Analysis of Nature
17. Modern Painting: Personal Expression
18. The Basic Problems and Elements of Architecture
19. Traditional Architecture: Classic and Gothic
20. Modern Architecture
21. Summary: Painting and Architecture

TV TEACHER LESTER H. COOK is chairman of the Department of Humanities at Chicago City College. He took his Ph.D. from the University of Chicago and has 29 years of teaching experience. Dr. Cook teaches on CCC's Wilson campus and is a member of the Modern Language Association, Society of Architectural Historians and the Art Institute of Chicago.

UNIT III: THE LISTENING ARTS
22. The Basic Elements of Music
23. Form in Music: ABA, Rondo
24. Form in Music: Theme and Variation, Sonata Form
25. The Symphony
26. The Symphony
27. The Symphony
28. The Opera
29 and 30. Summary: The Humanities

TEXTBOOKS:

Barnet, et al. Eight Great Tragedies. **Mentor.**
Bockman and Starr. Scored for Listening. **1959, Harcourt.**
Dostoyevsky. Crime and Punishment. **Modern Library College Ed.**
Hunter. Modern French Painting. **Dell.**
Pocket Book of Short Stories. **Pocket Book.**
Turgenev. Fathers and Sons, **Bantam.**
Untermeyer. Treasury of Great Poems. **Permabook**

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

HUMANITIES

(Second General Course)

Thirty, 45-minute lessons
Three Credit Hours

TV Teacher: Lester H. Cook

As is the case in the first general course in Humanities, this second course also limits itself to the broad area of study which is concerned with human beings and what they have created or accomplished over the long period of man's history.

This second course begins with an analysis of some of the great problems and issues facing man today and then presents different solutions to these problems proposed by some of the great minds and creative geniuses of both the past and contemporary world.

The course is divided into three units, each one enlarging the scope of the first unit:

—"Man and His Fellowman" is concerned with the social problem—an individual's relations with himself and with other individuals;

—"Man and His State" deals with the political problem—the individual's relationship with the group; and

—"Man and His Universe," a discussion of the metaphysical problem—man's relations with the universe and with God.

This second course in Humanities is a basic and general course. It makes no assumption of any previous training by the student in any field of the Humanities area and begins with the most basic of approaches.

The telecourse also concerns itself with developing in the student an appreciation of the great works of man and to further extend this appreciation into independent study and consequent personal fulfillment.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: MAN AND HIS FELLOW MAN

1. **The Problems of Man**
2. **Social Expression in Music: Mahler,** Song of the Earth
3. **Social Expression in Music: Mahler,** Song of the Earth **(Conc.)**
4. **Renunciation without Submission: Shakespeare,** King Lear
5. **Is Virtue Rewarded? Shakespeare,** King Lear **(Conc.)**
6. **The Painter as Social Commentator**
7. **What Is the Good Life? Aristotle,** Ethics
8. **What Is Virtue? Aristotle,** Ethics **(Conc.)**
9. **An Expressionist: Paul Gauguin**
10. **Man Makes Himself: The Existentialist View**
11. **Conference on the Air: The Problem of Ethics**

UNIT II: MAN AND HIS STATE

12. **The Nature of the Political Problem**
13. **The Totalitarian State and the Democratic State**
14. **Political Expression in Painting**
15. **The Painter as Propagandist**
16. **Freedom and Obedience to Law: Plato,** The Crito
17. **Tyranny and Obedience to Law: Orwell,** 1984
18. **The Morality of the Ruler: Mussorgsky,** Boris Godonov
19. **The Conscience of the Ruler: Mussorgsky,** Boris Godonov **(Conc.)**
20. **Conference on the Air: The Problem of Politics**

UNIT III: MAN AND HIS UNIVERSE

21. **The Nature of the Metaphysical Problem**
22. **Man's Relation to God:** The Book of Job
23. **The Painter Expresses Spirituality: The Middle Ages and Renaissance**
24. **The Painter Expresses Spirituality: The Modern Period**
25. **"Where do we come from? What are we? Where are we Going?" Plato,** Allegory of the Cave; **Wordsworth,** Ode on Intimations of Immortality
26. **The Composer Pays Glory to God: Handel,** The Messiah
27. **The Composer Pays Glory to God: Other traditions**
28. **A Stairway to Heaven: Spiritual Expression in Architecture**
29. **What Is the Meaning of Death? Whitman,** When Lilacs Last in the Dooryard Bloom'd
30. **Conference on the Air: The Humanities**

TEXTBOOKS:

1. A Concise Treasury of Great Poems, Untermeyer **(Permabook)**
2. Eight Great Tragedies, **Barnet,** et al. **(Mentor)**
3. 1984, **Orwell (New American Library)**
4. The Picture History of Painting, **Janson (Washington Square)**
5. Darkness at Noon, **Koestler (Signet)**
6. Aristotle: Ethics, **Thomson, ed. (Penguin)**
7. Great Dialogues of Plato, **Rouse, ed. (Mentor)**
8. Existentialism from Dostoevsky to Sartre, **Kaufman, ed. (Meridian)**

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

ENGLISH COMPOSITION

Thirty, 45-minute lessons
Three Credit Hours

This course deals primarily with the problems of reading and effective writing.

With respect to reading, the telestudent will come to understand the organization of essays and the method of discourse used in prose selections . . . and to evaluate the effectiveness of the diction and the reasoning employed.

In the writing portion of the course, the student is asked to write multi-paragraph themes, some suggested by the readings . . . and a research paper that will not require visits to a library.

Main focus of the course will lie in the four forms of discourse—narration, exposition, argument and description—with the emphasis on exposition and argument.

Among the objectives of this course is to instill in the student the ability to recognize effective, forceful, vivid and concise diction in his readings and to employ such diction in his writing.

The student will also hopefully come to understand the patterns of reasoning used in clear thinking and give evidence of this understanding by the logic of reasoning employed in writing the required themes.

The student will also learn the conventions and form of the investigative or research paper and the techniques involved in library research. He will also hopefully improve his skill in reading a type of novel which not only has surface narrative meaning but deeper and more significant import.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide –are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER JOHN T. QUEENAN is instructor for three of the courses from Chicago's TV College which are being offered by Great Plains Library —English Composition and the two American Literature series. Now lecturing at Chicago City College, Dr. Queenan holds a Ph.D. from the University of Pennsylvania and has been a teacher for 19 years. He is presently chairman of communications at Rock Valley College, Rockford, Ill. He authored the three study guides used in connection with his television courses and has been published in a number of professional journals. In addition to his TV duties, Dr. Queenan has been doing experimental work in the teaching of remedial English and is a frequent lecturer on Nathanial Hawthorne, Henry Harland, Geoffrey Chaucer and others. Dr. Queenan's interest in programmed learning and self-grading reading tests is indicated in the study guides which accompany the TV courses.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: THE MULTI-PARAGRAPH THEME
1. Introductory Outline of Course
2. Choosing a True Subject for Writing: Narrative Writing
3. Parts of the Theme; Beginning, Middle, End
4. The Writer-Reader Relationship: Attitude of Writer Toward His Audience
5. Attitude of Writer Toward His Material. Descriptive Writing
6. Criticizing the Theme

UNIT II: METHODS OF EXPOSITION
7. Identification and Definition
8. Classification and Illustration
9. Comparison and Contrast: Analogy
10. Analysis: The Outline

UNIT III: THE RESEARCH PAPER
11. Choosing a Topic
12. Evaluating Research Materials
13. Taking Notes and Outlining
14. Acknowledging Sources in Text and Footnotes
15. Writing the Research Paper: Bibliography

UNIT IV: ARGUMENT AND PERSUASION
16. The Nature of Argument
17. Inductive Reasoning and Evidence
18. Deductive Reasoning
19. Logical Fallacies
20. Persuasion: Appeal to Emotions
21. Evaluating Argument

UNIT V: THE WORD AND THE SENTENCE
22. Diction: Wordiness and Trite Expressions
23. Diction: The Right Word: Abstract and Concrete Words; Figures of Speech
24. Levels of Usage: The Dictionary Controversy
25. Connotation and Denotation of Words; Slanting
26. Rhetorical and Grammatical Sentence Patterns: Word Order: Position of Modifiers
27. Use of Subordination to Avoid Wordiness

UNIT VI: READING A NOVEL
28. Organization of The Scarlet Letter
29. Theme and Symbol in The Scarlet Letter
30. Review

TEXTBOOKS:
1. **Brooks, C. and R. Warren.** Modern Rhetoric. **Shorter edition. Harcourt, Brace & World, 1961. Paper**
2. **Shrodes, Caroline,** et al. Reading for Rhetoric. **Macmillan, 1962.**
3. **Foster, Milton P., ed.** A Casebook on Gulliver among the Houyhnhnms. **Thomas Y. Crowell, 1961.**
4. **Strunk, W., and E. B. White.** The Elements of Style. **Macmillan, 1959. Paper**
5. **Hawthorne, Nathaniel.** The Scarlet Letter. **Washington Square ed. Paper**

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

FUNDAMENTALS OF SPEECH

Thirty, 30-minute lessons
Three Credit Hours

This course deals in the theory and practice of oral communication. Emphasis is placed upon the development of poise and confidence, delivery and speech organization.

Basic objective of the course is to develop the ability to communicate orally with other people more effectively. The idea of the purpose of human speech as communicative rather than as a means of "impressing" is expounded in this telecourse. The effectiveness of such an idea is judged by whether or not this means of communication reaches through to other people and fulfills satisfactorily the specific purposes of the speaker.

Specific stated objectives of the course are:

—To develop an understanding of the basic principles and concepts in the field of speech by means of the student acquiring a certain amount of knowledge and understanding of the nature, value and sub-areas of speech and of the basic principles underlying all types of human talk;

—To develop poise and self-confidence while speaking in public by means of the student transforming his fears and anxieties into useful energy and controlled emotion;

—To develop effective techniques for selecting, arranging and organizing materials for speech. That is: locating, adapting and shaping materials into a solid, coherent and emphatic presentation;

—To develop desirable verbal, vocal and physical skills for communicating more effectively and integrating them effectively into the content and organization of a speech; and

—To develop standards of evaluating the speech of others through accurate and critical listening in order to analyze the true and significant as distinguished from the distorted and the trivial in human discourse.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: FIRST THINGS FIRST
1. View Speech as a Whole.
2. Develop Poise and Confidence.
3. Understand the Concepts of the Speech Community.
4. Analyze Every Audience.

UNIT II: PUBLIC SPEAKING
5. Choose a Good Subject and Shape a Clear Purpose.
6. Gather Materials Wisely.
7. Select and Arrange Materials Carefully.
8. Build a Useful Outline and Note Cards.
9. Rehearse and Present the Speech Effectively.

UNIT III: THE SPEAKER
10. Use the Three Tracks: Vision, Sound, Language.
11. Vision: Improve Bodily Action.
12. Vision: Make Use of the Environment and Visual Aids.
13. Sound: Improve Voice and Diction.
14. Sound: Improve Pitch, Force, Tempo, Emotional Color.
15. Language: Understand the Structure of American English.

UNIT IV: THE LISTENER
17. Listen Accurately.
18. Listen Critically.
19. Examine Evidence, Reasoning, Logic.
20. Respond to Sensory Appeals.
21. Develop Sensible Standards for Evaluating a Speech.
22. Listen to Some of Your Fellow Classmates: An Exercise in Critical Lisetning and Evaluation.

UNIT V: THE AREAS OF SPEECH
23. Review the Basic Fundamentals of All Speech.
24. Improve Conversation.
25. Improve Participation in Group Discussion.
26. Improve Oral Reading.
27. Improve Televised Speaking.

UNIT VI: CONCLUSION
28. Evaluate More of Your Fellow Classmates.
29. Plan Your Speech Future.
30. Review.

TEXTBOOKS:
1. Johnston, R. A., and Link, J. Improve Your Speech. 4th ed. Chicago: The Cefalu Press, 1963.
2. Hall, Edward T. The Silent Language. Premier Paperback, 1959.
3. Thonssen, Lester, and Finkel, William L. Ideas That Matter. Ronald Press, 1961.

TV TEACHER ROBERT A. JOHNSTON is a professor of speech and director of theatre at the Chicago City College Loop Campus. With the exception of military service in World War II, Dr. Johnston has been involved in the academic areas of speech and drama since 1939. The author of *The Oresteia by Aeschylus, An Acting Version* (Christopher House, 1955 & 1967), he has collaborated on two other books dealing with drama and speech. Dr. Johnston has written a number of articles for professional journals and was responsible for the "Religious Drama" section in the *Oxford Junior Encyclopedia*. He has directed more than 30 plays at Illinois colleges and the University of Nebraska and was a visiting professor in 1966 at the University of Maine where he directed in summer stock. Dr. Johnston took his Ph.D. from Northwestern University.

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

SHAKESPEARE

Thirty, 45-minute lessons
Three Credit Hours

Although this series constitutes an introductory course in Shakespeare, it will also contain value to those who have had some previous experience with Shakespearean drama.

The course is a down-to-earth approach to 14 of the Bard's creations which will enable the student to read and understand them as examples of theater art. The 14 plays, presented chronologically in order of increasing complexity, are studied against the colorful background of England's Elizabethan Age.

Stated aims of this course are many: to develop an understanding of the historical period which produced Shakespeare and his contemporaries . . . to develop an understanding of Shakespeare's growth in skill and stature as a dramatist . . . to develop an understanding of the drama as an art form . . . to develop the ability to read Shakespeare's plays with critical comprehension . . . and to develop an appreciation of the value of Shakespeare's plays.

But, perhaps the major objective of the telecourse is to enable each student, at course's end, to read Shakespeare with pleasure and understanding. Emphasis is placed on reading the plays for personal enjoyment, whether or not the student intends to specialize in literature.

AN OUTLINE OF THE COURSE: Lesson Topics

1. **Orientation to Course—Misconceptions about Shakespeare: Elizabethan Life I**
2. **Elizabethan Life II; Shakespeare's Life and Theater**
3. Romeo and Juliet—**Tragedy of Coincidence and Accident**
4. Romeo and Juliet—**Poet versus Playwright**
5. The Taming of the Shrew—**Katherina: The Shrew Type Plus**
6. The Taming of Shrew—**Unbalance of Plots**
7. The Merchant of Venice—**Shylock: Hero or Villain?**
8. The Merchant of Venice—**Incredibility of Plot, Specifically Trial Scene**
9. King Henry IV, Part I—**Historical Background of The War of Roses; Richness of Characterization; Falstaff and Conspirators**
10. King Henry IV, Part I—**Shakespeare's Theme, the Evil of Civil War; Maturity of Plot**
11. King Henry IV, Part II—**Falstaff at Work**
12. King Henry IV, Part II—**Machiavellian Politics; Rejection of Falstaff**
13. Much Ado About Nothing—**Beatrice and Benedick; Personification of Reluctant Witty Lovers**
14. Much Ado About Nothing—**Dogberry and Verges: Typical Native Elizabethan Humor**
15. Twelfth Night—**Complication of Plot Successfully Handled**
16. Twelfth Night—**Blend of Romance and Realism**
17. Hamlet—**Tragedy of Blood; Role of the Avenger**
18. Hamlet—**The Character of Hamlet**
19. Hamlet—**Quantity and Quality of Critical Opinion**
20. Troilus and Cressida—**Shakespeare's Most "Modern" Play; Tragi-Comedy of Disillusionment**
21. Othello—**Shakespeare's Only Domestic Tragedy**
22. Othello—**Iago: Incarnation of Evil for Its Own Sake**
23. Measure for Measure—**Vienna, That Wide-Open Town**
24. Measure for Measure—**"Judge Not, Lest Ye Be Judged"**
25. King Lear—**Shakespeare's Blending and Transfiguration of Source Materials**
26. King Lear—**The Most Profound of Shakespeare's Plays; The Nature of Tragedy**
27. King Lear—**Shakespeare's Conception of Poetic Justice**
28. The Winter's Tale—**"Tell Us a Story"**
29. The Tempest—**Shakespeare's Unique Observance of the Unities**
30. The Tempest **and Summary—The Poetic Drama: Poet AND Playwright**

TV TEACHER MORRIS TISH is an associate professor of English at Chicago City College. He took his M.A. degree from the University of Chicago and his M.Ed. degree from Chicago Teachers College. Prof. Tish has had 25 years of experience in the teaching field. For more than 20 of those years, he has taught the sophomore Shakespeare course at the Chicago City College's Wilson campus. An article on his specialty, entitled "Heroes Unlimited," appeared in the Spring 1964 issue of Cue magazine. Prof. Tish has delivered many lectures on aspects of Shakespeare to various clubs and literary societies in the Chicago area. Prof. Tish studied under Lord David Cecil at Oxford where he did some post-graduate work after World War II. The professor serves as technical consultant to the Wilson campus theatre group which presents at least one Shakespeare play a year.

TEXTBOOKS:

1. Shakespeare's Major Plays and the Sonnets, **ed. by G. E. Harrison (Harcourt, Brace, 1948)**
2. The Taming of the Shrew **by William Shakespeare, The Laurel Shakespeare Edition (Dell Publishing Co.)**

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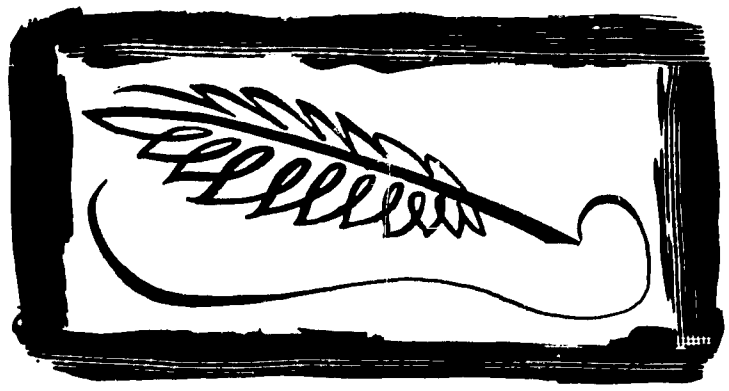

AMERICAN LITERATURE FROM COLONIAL PERIOD TO CIVIL WAR

Twenty-nine, 45-minute lessons
Three Credit Hours

TV Teacher: John Queenan

This course—after briefly considering writers of the Colonial and Revolutionary War Periods—concentrates on Hawthorne, Poe, Melville, Emerson and Thoreau.

Major emphasis will fall on the works, not the authors. But attention will also be given literary history, including such movements as the development of nationalism as reflected in literature of the period. An attempt will also be made to suggest standards of literary criticism that can be applied to all literature.

Rather than referring to the potential student as "taking" this course, teacher John Queenan suggests that the student will be "reading" the course, for reading is the heart of any course in literature.

The stated aims and purposes of the series:

—Familiarization with the writers of our nation whom critics have adjudged outstanding and who have stood the test of time;

—The establishment of personal critical standards which have validity—acquired through the examination of different literary forms and attitudes;

—Increased knowledge of the United States' social and cultural history through a study of its literature;

—Simply, the improvement of the student's reading ability; and

—The providing of a delightful and rewarding experience in itself which helps open doors to a wealth of other experiences.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: THE LITERATURE OF THE COLONIES AND THE REVOLUTION

1. **Purpose and Scope**
   The literature of exploration
2. **The Puritan culture**
3. **Diarists and observers**
4. **Benjamin Franklin**
5. **Benjamin Franklin, Tom Paine, and Thomas Jefferson**
6. **Early development of American nationalisms**

UNIT II: THE EARLY ROMANTIC ERA

7. **Washington Irving**
8. **James Fenimore Cooper**
9. **James Fenimore Cooper**
10. **William Cullen Bryant and early romantic poetry**

UNIT III: ROMANTIC FULFILLMENT: HAWTHORNE, POE, AND MELVILLE

11. **Nathaniel Hawthorne: Backgrounds and biographical data**
12. **Nathaniel Hawthorne:** Twice-Told Tales
12. **Nathaniel Hawthorne:** Mosses from an Old Manse
14. **Nathaniel Hawthorne:** The Scarlet Letter
15. **Nathaniel Hawthorne: Panel discussion**
16. **Edgar Allan Poe: Poetry**
17. **Edgar Allan Poe: Fiction**
18. **Edgar Allan Poe: Fiction**
19. **Edgar Allan Poe: Critical writings**
20. **Herman Melville: Biographical data and short stories**
21. **Herman Melville:** Moby Dick
22. **Herman Melville:** Moby Dick
23. **Herman Melville:** Billy Budd
24. **Herman Melville: Panel discussion**

UNIT IV: NEW ENGLAND TRANSCENDENTALISTS AND BRAHMINS

25. **Ralph Waldo Emerson: Essays**
26. **Ralph Waldo Emerson and Henry David Thoreau**
27. **Henry David Thoreau**
28. **Henry Wadsworth Longfellow**
29. **John Greenleaf Whittier, Oliver Wendell Holmes, James Russell Lowell—Review**

TEXTBOOKS:

Bradley, Sculley, R. C. Beatty, E. H. Long, eds. The American Tradition in Literature. **Rev. ed. Volume I. W. W. Norton, 1961.**

Cooper, James Fenimore. The Prairie. **Paper ed., New American Library.**

Melville, Herman. Moby Dick. **Paper ed. Washington Square Press.**

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

AMERICAN LITERATURE FROM CIVIL WAR TO 20TH CENTURY

Thirty, 45-minute lessons
Three Credit Hours

The principal objective of this course is to give the student an understanding of the works, especially the fiction and poetry, of the most highly regarded writers of the period.

Some attention is devoted to literary attitudes and other phases of literary history, but the chief emphasis is on the reading of the works themselves. Underlying this approach is the idea that an understanding and appreciation of selected works of literature can lead to the formation of standards of literary criticism that can be applied to all works.

The aims of this course are the same as noted for the previously-described course in literature, also taught by Dr. Queenan.

The emphasis in the course is on the close reading of selections themselves. The student concentrates not on biographical or historical backgrounds but on the texts themselves to insure that no overtones of mood or meaning escape his comprehension.

Dr. Queenan notes: "The primary pleasure that we derive from literature is a fulfillment of the whole person as a result of literature's appeal to the emotions, the senses and the intellect. Another value of literature, or perhaps it would be better to say the close analytic study of literature, is the delight that you as humans should feel in the exercise of the intellect for its own sake. If you (the student) can take from this course of study an interest in and respect for intellectual experience, that is in learning for its own sake, you shall have profited greatly."

TV Teacher:
John Queenan

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AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: THE NEW AMERICAN POETRY
1. **Purpose and scope of course—definition of poetry**
2. **The poetry of Walt Whitman**
3. **The poetry and prose of Whitman**
4. **Emily Dickinson**
5. **Emily Dickinson; Sidney Lanier; Negro songs and cowboy ballads**
6. **Panel discussion: Whitman and Dickinson**

UNIT II: LOCAL COLORISTS AND HUMORISTS
7. **Local colorists: Bret Harte and Mary E. Wilkins Freeman**
8. **Samuel L. Clemens (Mark Twain);** Adventures of Huckleberry Finn
9. Huckleberry Finn; **"The Man That Corrupted Hadleyburg"**
10. **Clemens' satirical criticism**

UNIT III: THE BEGINNINGS OF REALISM
11. **William Dean Howells; definition of realism**
12. **Henry James; James' early works**
13. **Henry James;** The American
14. **James' later works**
15. **Panel discussion: Henry James**
16. **Henry Adams**

UNIT IV: REALISM AND NATURALISM
17. **Definition of naturalism; Stephen Crane**
18. **Theodore Dreiser**
19. **Theodore Dreiser;** Sister Carrie

UNIT V: EARLY TWENTIETH-CENTURY POETRY
20. **Edwin Arlington Robinson**
21. **Edwin Arlington Robinson and Robert Frost**
22. **Robert Frost**
23. **Carl Sandburg and Vachel Lindsay**

UNIT VI: MODERN AMERICAN FICTION AND DRAMA
24. **Willa Cather**
25. **Sinclair Lewis:** Babbitt
26. **F. Scott Fitzgerald**
27. **Ernest Hemingway**
28. **William Faulkner**
29 and 30. **American drama; the little theater movement and Eugene O'Neill**

TEXTBOOKS:

Bradley, Scully, R. C. Beatty, and E. H. Long, eds. The American Tradition in Literature, **Vol. 2 (revised). W. W. Norton & Company, 1961.**

Crane, Stephen, The Red Badge of Courage **Washington Square Press.**

Dreiser, Theodore, Sister Carrie, **Signet.**

Howells, William Dean, The Rise of Silas Lapham, **Signet.**

James, Henry, The American, **Signet.**

Lewis, Sinclair, Babbitt, **Signet.**

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

FUNDAMENTALS OF MATHEMATICS

Thirty, 45-minute lessons
Three Credit Hours

The principal object of this course is to develop in the student an understanding of the fundamental concepts of modern mathematics. These concepts include a knowledge of the basic definitions, terminology, assumptions and elementary operations.

Also developed during the series is an understanding of the number system. The student sees the growth of the real number system to include the integers, rational numbers and irrational numbers.

One of the primary purposes of the course is to develop in the student the ability to solve mathematical and applied problems. Skill in the fundamental operations with numbers and symbols is developed. And the solving of applied scientific problems is demonstrated by methods of arithmetic, algebra, geometry and statistical studies.

The student also learns something of the historical background of mathematics. Thus, he comes to more fully appreciate the significant role mathematics has played in advancing our civilization.

The viewer studies the modern systems of sets, truth values and groups . . . and through step-by-step procedures is shown the formation of logical proofs. In this manner is instilled in the student an appreciation of the logical structure and beauty of modern mathematics.

TV TEACHER BERNARD MALINA, associate professor of mathematics at Chicago City College, holds a Master of Science degree from Northwestern University and has been in the teaching field for the past 20 years. His master's thesis on abstract algebra is entitled: "Retracts in Group Theory." In addition to his work on the CCC Wright Campus, Professor Malina teaches math methods courses at Illinois Teachers College (Chicago, North) and conducts math institutes for college teachers at the Illinois Institute of Technology.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: MATHEMATICS, SETS, AND LOGICAL SYSTEMS
1. Development of a Logical System
2. Propositions and Truth Values

UNIT II: INTRODUCTION TO ARITHMETIC
3. Natural Numbers
4. Zero, One, and Rational Numbers
5. Operations with Natural Numbers

UNIT III: NUMBER BASES AND DECIMALS
6. Other Number Bases
7. Number Bases and Decimals

UNIT IV: APPLICATIONS OF ARITHMETIC AND GROUPS
8. Approximate and Denominate Numbers
9. Word Problems and Percentage
10. Modular Arithmetic and Groups

UNIT V: INTRODUCTION TO ALGEBRA
11. Signed Numbers
12. Equations and Inequalities

UNIT VI: TWO VARIABLES, GRAPHING, AND FUNCTIONS
13. Algebra and Graphs
14. Functions and Solutions of Systems

UNIT VII: EXPONENTS AND ALGEBRAIC TECHNIQUES
15. Exponents and Scientific Notation
16. Algebraic Operations

UNIT VIII: ALGEBRA—Continued
17. Fractions and Exponents
18. Irrational Numbers and Variation
19. The Quadratic Function
20. Complex Numbers

UNIT IX: GEOMETRY
21. Perimeter and Area
22. Plane and Solid Figures
23. Proportion and Indirect Measurement
24. Euclidean Geometry
25. Geometry—Continued

UNIT X: STATISTICS
26. Statistical Graphs and Measures
27. Measures of Central Tendency and Dispersion
28. Probability

UNIT XI: ASSORTED TOPICS
29 and 30. Assorted Topics; Summary

TEXTBOOK:
Sachs, Rasmussen, and Purcell, Basic College Mathematics, **2nd edition. Boston: Allyn and Bacon, Inc., 1965.**

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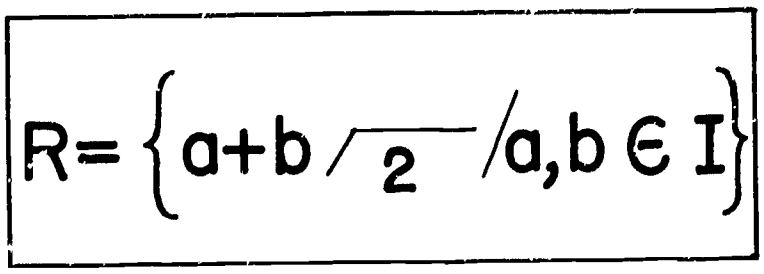
PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

COLLEGE ALGEBRA

Thirty, 45-minute lessons
Three Credit Hours



TV Teacher: Bernard Malina

Algebra constitutes a foundation stone for the imposing structure known as modern mathematics.

But it is not a subject which caters only to the specialist. Almost everyone, no matter where his interests lie, can derive pleasure and profit from the study of algebra—provided, of course, he possesses an ordinary share of intellectual curiosity.

Those in technical and scientific fields will find algebra the prerequisite for studies in trigonometry, analytic geometry and calculus. And those interested in simply developing their reasoning power through pursuit of a subject which exercises a formal discipline will find in algebra a sterling experience in logical thinking.

In this course, the notion of sets is introduced and used throughout. The concepts of function and relation are examined. Both the theoretical and the computational aspects of algebra are considered.

The stated objectives of this course are to develop: an understanding of the fundamental concepts of modern college algebra . . . the ability to modify and simplify algebraic expressions . . . the ability to solve equations and systems of equations . . . the ability to apply algebra in the solution of physical problems . . . an understanding of mathematical proofs . . . and an appreciation of the logical methods of algebra.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: ALGEBRA AS A LOGICAL SYSTEM
1. Operations on Sets
2. The Real Number System
3. Logical Algebra

UNIT II: ALGEBRAIC PROCESSES
4. Operations of Algebra
5. Products and Factoring
6. Algebraic Fractions
7. Exponents and Radicals

UNIT III: INEQUALITIES AND COORDINATE SYSTEMS
8. Inequalities and Absolute Values
9. Coordinate Systems
10. Conference on the Air

UNIT IV: FUNCTIONS AND THEIR GRAPHS
11. Functions and Graphs
12. The Linear Function and Arithmetic Progressions

UNIT V: THE QUADRATIC FUNCTION
13. The Quadratic Function and Inequalities
14. The Quadratic Function continued
15. Variation and Equations

UNIT VI: SIMULTANEOUS EQUATIONS AND DETERMINANTS
16. Simultaneous Equations
17. Determinants
18. Solutions by Determinants

UNIT VII: POLYNOMIAL FUNCTIONS
19. Polynomial Functions
20. Roots of Polynomial Equations
21. Conference on the Air

UNIT VIII: INVERSE FUNCTIONS AND THE BINOMIAL THEOREM
22. Inverse Functions
23. Permutations and Combinations
24. The Binomial Theorem

UNIT IX: INDUCTION, EXPONENTIAL AND LOGARITHMIC FUNCTIONS
25. Mathematic Induction and Exponential Functions
26. Geometric Progressions and the Logarithmic Function
27. The Logarithmic Function and Compound Interest

UNIT X: COMPLEX NUMBERS
28. Introduction to Complex Numbers
29. Roots and Powers of Complex Numbers
30. Summary.

TEXTBOOK:
Vance, Elbridge, P., Modern College Algebra: Addison-Wesley Publishing Co., Inc., 1962.

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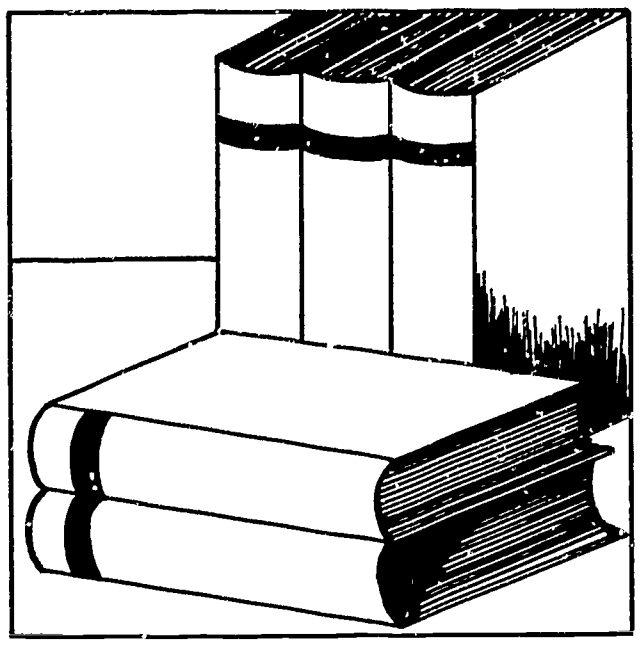
PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

LOGIC

Thirty, 45-minute lessons
Three Credit Hours



TV Teacher: William Stevens

Not all thought comes naturally—certainly not logical thought.

The purpose of this course is to help the student develop skills and understandings that will enable him to think straight. Namely: the skill of communicating effectively as a result of a systematic analysis of language ambiguities; skill in making logical inference; an understanding of the relation of logic to science and scientific inquiry; and an understanding of the philosophic implications of logic.

The course has four stated goals: (1) the student must achieve, and learn how to achieve, clarity of thought and expression; (2) the acquisition of some of the elementary techniques of reasoning and inference; (3) an understanding of the relation of logic to science; and (4) an increase in appreciation of the philosophic implications of logic.

In summary—the course deals with four dimensions of logic:

—Semantic, in which the student deals with the problems of the clarification of language;

—Formal logic, in which the student deals with the problems of inference and implication;

—Inquiry, in which the student deals with logical thinking in science and scientific practice; and

—Philosophic, in which the student deals with the problem of the existence of various conceptions of logic itself.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: LANGUAGE, PROPOSITIONS AND SYLLOGISMS
1. Introductory Lecture.

A. PROBLEMS IN COMMUNICATION
2. The Logical Function of Language.
3. Rules of Symbolism and the Inference of Meaning.
4. Problems of Ambiguity and the Nature of Definition.

B. PROBLEMS IN VALIDITY: IMMEDIATE INFERENCE
5. The Categorical Proposition.
6. Other Types of Propositions.
7. The Relations between Propositions.

C. PROBLEMS IN VALIDITY: THE STRUCTURE OF INFERENCE
8. The Categorical Syllogism.
9. The Categorical Syllogism (continued).
10. Other Types of Syllogism.
11. Summary of Unit I.

UNIT II: LOGIC AND SCIENCE

A. HYPOTHESES, CAUSATION AND PROBABILITY
12. Hypotheses.
13. Hypotheses concerning Causal Relations.
14. Nature of Probability.
15. The Method of Science.

B. A PROBLEM IN EXPERIMENTAL SCIENCE
16. Reflections of William Whewell.
17. Reflections of Whewell and John Stuart Mill.
18. Reflections of John Stuart Mill.
19. Reflections of Albert Einstein.
20. Summary of Unit II.

UNIT III: LOGIC AND PHILOSOPHY
21. Problems of Theory and Practice.
22. Logic as Calculation: Thomas Hobbes, I.
23. Hobbes, II.
24. Logic as Problem-Solving: Dewey, I.
25. Dewey, II.
26. Dewey, III.
27. Logic as Dialectic; Plato, I.
28. Plato, II.
29. Plato, III.
30. Concluding Lecture.

TEXTBOOKS:

Frye and Levi. Rational Belief. **Harcourt & Brace, 1962.**

John Dewey. Essays in Experimental Logic. **New York: Dover Publications.**

Plato. Euthyphro, Apology and Crito. **New York: Liberal Arts Press, 1956.**

Einstein, Albert. Essays in Science. **Wisdom Library, New York, N. Y.**

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

PHYSICAL SCIENCE
(First General Course)

Thirty, 45-minute lessons
Three Credit Hours

This is a basic physical science course dealing with the non-living portion of the universe and is primarily intended for those students who do not intend to become professional scientists.

Though students enrolled in the course need not have detailed knowledge of science or laboratory techniques they must have a basic understanding of some of the more important scientific principles and, even more important, an appreciation of the scientific attitude and method. During the telecourse, emphasis is placed on the development of concepts and not on the acquisition of a large body of factual material.

Perhaps the concepts which receive the most continuing emphasis throughout the course are: Orderly change is characteristic of the universe in which we live; the antiquity of the earth; the vast size of the universe; and the relativity of motion.

Objectives of the course are to develop an understanding of these fundamental concepts, an understanding of selected facts and definitions, an understanding of the scientific method and its use in developing scientific generalizations and to develop an understanding of the limitations of science.

But perhaps the most important objective of this course is the proper development of the ability to distinguish between observed or experimental fact and opinion. Its importance hinges on the value of promoting an ability to read critically. In discussions of the scientific method, the difference between statements of fact and statements of opinion are pointed out and the student is encouraged to distinguish between these two types of statements in his reading.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER FOREST D. ETHEREDGE is currently president of McHenry Co. College, Crystal Lake, Ill. He took his Master of Science degree from the University of Illinois and has 13 years of teaching experience. Mr. Etheredge has been published in the "Journal of the Virginia Academy of Science." He has contributed to *Lithofalies Maps: An Atlas of the United States and Southern Canada,* by L. L. Sloss, E. C. Dapples and W. C. Krumbein (Wiley, 1960), and is presently under contract to W. D. Van Nostrand for a physical science textbook. Mr. Etheredge also authored the three study guides for his Chicago TV College courses outlined in this catalog. He has traveled extensively throughout the United States.

OUTLINE OF COURSE: Units and Lesson Numbers

UNIT I: GEOLOGY

1. Introduction and Scientific Method
2. Rock Cycle
3. Minerals and Rocks
4. Weathering and Mass-wasting
5. Geologic Work of Streams
6. Geologic Work of Ground Water
7. Geologic Work of Glaciers
8. Oceans and Continents
9. Diastrophism
10. Volcanism
11. Age of the Earth and the Principles of Historical Geology
12. Geologic History of North America

UNIT II: METEOROLOGY

13. The Earth's Atmosphere
14. Atmospheric Pressure and Circulation
15. Air Masses and Fronts
16. Highs, Lows and Weather Prediction

UNIT III: ASTRONOMY

17. Size, Shape and Motions of the Earth
18. Celestial Sphere
19. Seasons; Latitude and Longitude
20. Time and the Calendar
21. Heliocentric and Geocentric Concepts
22. Gravitation
23. The Moon
24. The Sun, Stars and Planets
25. Origin of the Solar System

UNIT IV: MOTION, WORK AND ENERGY

26. Motion
27. Laws of Motion
28. Free-falling Objects and Projectiles
29. Space Travel
30. Work and Energy

TEXTBOOK:

Allen and Ordway. Physical Science. Van Nostrand, 1960

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

MECHANICS AND HEAT

Thirty, 45-minute lessons
Four Credit Hours

This course presents the principles and methods of physics to college students in pre-professional and liberal arts curricula. Physics, because its province is the entire world of things and actions, is the starting point for all the other sciences—astronomy, chemistry and geology.

The student will encounter during the telecourse the fundamental principles of what is known as classical physics. He will study motion and force, work and energy, momentum and impulse, temperature and heat, and wave motion and sound.

Formal course objectives are:

—To obtain a precise understanding of the basic concepts of physics. This is necessary because, in this scientific age, the education of the individual is not complete without a knowledge of the most fundamental branches of science and their historical background;

—To develop an appreciation of the scientist's curiosity about the physical world. This is accomplished through a study of the scientists' quest for knowledge from the time of ancient Greece to the present 20th Century;

—To acquire the ability to solve difficult but important problems in science, even on an introductory level. These problems will help the student to develop a skill in analytical thinking and numerical calculation as well as serve to assist him in putting the basic concepts into practice; and

—To acquire the skills, methods and techniques of the scientist. This is accomplished by means of laboratory experiments. Experiments also make the student become aware of the limitations inherent in all scientific measurements.

OUTLINE OF COURSE: Units and Lesson Topics

UNIT I: INTRODUCTION
1. The Scope of Physics.
2. Mathematics Review.
3. Exponential Notation and Other Techniques.

UNIT II: KINEMATICS
4. Velocity and Acceleration.
5. Problems in Velocity and Acceleration.
6. Falling Bodies.

UNIT III: DYNAMICS
7. Newton's Laws of Motion.
8. Mass and Weight.
9. Problems in Force and Motion; Friction.
10. Theory of Vectors.
11. Projectile Motion.
12. Equilibrium and Torque.
13. Circular Motion.
14. Universal Force of Gravitation.

UNIT IV: ENERGY AND MOMENTUM
15. Work, Energy, Kinetic Energy, and Potential Energy.
16. Conservation of Energy.
17. Momentum and Conservation of Momentum.

UNIT V: ANGULAR CONCEPTS
18. Radian Measurement and Angular Velocity.
19. Angular Acceleration and Rotational Kinetic Energy.
20. Torque and Angular Acceleration.

UNIT VI: HEAT AND THERMODYNAMICS
21. Temperature and Heat; Specific Heat; Changes of State.
22. Mechanical Equivalent of Heat; Calorimetry.
23. Structure of Matter; Thermal Expansion.
24. The Gas Laws.
25. Heat Transfer and the First Law of Thermodynamics.

TV TEACHER ROBERT H. KRUPP, an associate professor at Chicago City College, took his Ph.D. from Illinois Institute of Technology. He taught seven years at the high school level and has been a college instructor for nine years. Dr. Krupp has been published in the Journal of Chemistry and Physics and the Bulletin of the Society of Applied Spectroscopy. He has written three telecourse study guides in physics and physical science and has presented papers to various professional societies. Dr. Krupp has been an instructor for the past three years at summer in-service institutes sponsored by the National Science Foundation. He held a National Science Foundation Faculty Fellowship in 1961-62.

UNIT VII: HYDROSTATICS AND HYDRODYNAMICS
26. Pressure.
27. Fluid Flow.

UNIT VIII: VIBRATIONS AND WAVES
28. Elasticity and Hooke's Law.
29. Simple Harmonic Motion; Pendulum.
30. Waves.

TEXTBOOK:
Beiser, A. The Mainstream of Physics, **1st Ed. Addison-Wesley Publishing Company, Inc., 1962.**

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

PHYSICAL GEOLOGY

Thirty, 45-minute lessons
Three Credit Hours

This course deals basically with the processes acting on the earth's surface and interior—mountain building, volcanism, stream erosion and weathering. These processes, acting over long periods of time, have shaped the earth as we know it.

Principal aim of the course is to develop in the student a grasp of selected fundamental concepts essential to an understanding of geology and yet, at the same time, point out the limitations of this and any science. That is—the understanding that certain types of problems cannot be solved by the scientific method (e.g. distinguishing between good and evil).

The course is primarily intended for students who are not going to become professional scientists. Therefore, students need not memorize a large quantity of factual material. Rather, the emphasis is placed on acquiring an understanding of a relatively small number of important concepts.

The course is also designed to develop in the student the ability to distinguish between observed, or experimental, fact and opinion. The student will also be encouraged toward development of an appreciation of the scientific attitude and an appreciation of and interest in nature.

The study guide accompanying the telecourse contains 15 progress tests dealing with the material covered in the series. Each test is 20 questions in length and is designed to cover one week's work.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: INTRODUCTION
1. The science of geology
2. The earth

UNIT II: MINERALS AND ROCKS
3.
4. —Rock-forming minerals
5.
6. —Igneous Rocks and Volcanism
7.
8. —Sedimentary rocks
9. Metamorphic rocks

UNIT III: THE EARTH'S INTERIOR
10.
11. —Structural geology
12.
13. —Earthquakes and the earth's interior

UNIT IV: THE EARTH'S SURFACE
14.
15. —Ground Water
16.
17. —Weathering and mass movement
18.
19. —Stream transportation and erosion
20.
21. —Deserts
22.
23. —Glaciation
24.
25. —The sea
26.
27. —Mountains

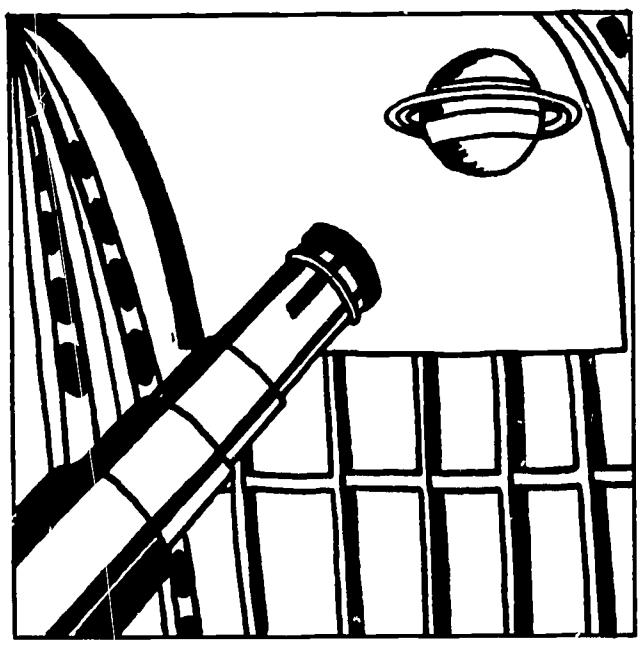
UNIT V: GEOLOGIC TIME AND HISTORICAL GEOLOGY
28.
29. —Geologic time and the life of the past
30. Geology of the Chicago Region

TEXTBOOKS:
Putnam, William C. Geology. **Oxford University Press**
Robertson, Forbes. Physical Geology: Manual of Laboratory Exercises. **Burgess Publishing Co., Minneapolis, Minnesota.**

TV Teacher:
Forest Etheredge

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV



DESCRIPTIVE ASTRONOMY

Thirty, 45-minute lessons
Three Credit Hours

TV Teacher: Forest Etheredge

This course serves an an introduction to the science of astronomy for those students who, although they do not plan to become professional scientists, wish to know more about the universe in which they live.

Although treatment of the material is essentially non-mathematical, emphasis is placed upon understanding fundamental astronomical concepts. The students are encouraged to make certain elementary astronomical observations for themselves with a view to acquiring a better understanding of astronomy and encouraging in them what may become a life-long interest in the science as an avocation.

The selected fundamental concepts essential to an understanding of astronomy include: the heliocentric solar system, the law of universal gravitation, and the evolution of the stars and of the universe itself. The historical approach to the development of these astronomical concepts provides the best basis for understanding, as well as the best method of achieving this objective.

As in the Physical Geology course, also taught by Mr. Etheredge, the ability to distinguish between observed, or experimental, fact and opinion . . . and the development of an appreciation of the scientific attitude and of an interest in nature are also fostered.

Homework assignments and progress tests form the basic material found in the study guide which accompanies the course. A study guide insert contains a reading selection on "Time and the Calendar."

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: THE EARTH
1. The Science of Astronomy
2. The Earth
3. The Sky
4. The Earth's Motions
5. Time Measurement
6. The Calendar

UNIT II: THE SOLAR SYSTEM
7. Distance Measurement
8. The Moon's Motions
9. Motions of the Planets (I)
10. Motions of the Planets (II)
11. Gravitation
12. Astronomical Instruments
13. The Moon and Planets
14. The Minor Planets and Meteors
15. Comets
16. The Sun (I)
17. The Sun (II)

UNIT III: THE STARS
18. The Stars (I)
19. The Stars (II)
20. Binary Stars
21. Stellar Atmospheres (I)
22. Stellar Atmospheres (II)
23. Variable Stars

UNIT IV: THE UNIVERSE
24. Interstellar Matter
25. Star Clusters
26. Energy and the Life History of Stars (I)
27. Energy and the Life History of Stars (II)
28. The Galaxy
29. Other Galaxies
30. Cosmogony

TEXTBOOKS:

1. **McLaughlin, Dean.** Introduction to Astronomy. **Houghton-Mifflin, 1961.**
2. **Levitt, I. M. and R. K. Marshall.** Star Maps for Beginners. **Philadelphia: Franklin Institute, 1961.**

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

WEATHER AND MAN

Twenty, 60-minute lessons

Two Credit Hours

Basically, this telecourse constitutes a non-technical treatment of the fundamentals of modern meteorology. It demonstrates the impact weather has on our society . . . and the extent to which modern meteorology can contribute to the life we live and the work we do.

While modern meteorology deals in complex equations and physical concepts which require a quantitative approach, the lectures of "Weather and Man" go only as far as a descriptive approach permits while still touching on the more important concepts.

Television teacher Dr. Charles L. Hosler, in an introduction to a study outline accompanying the series, notes the primary objectives of the course: "Toward making life more interesting and full, through an understanding of the nature of the world around us, we hope to shed some light on that non-human force which has done most to shape the history of nations and people . . . the weather."

Books listed in the "Reference Reading" section elsewhere on this page are referred to in Dr. Hosler's telelectures. He notes there are a great number of more substantive texts in meteorology which a classroom instructor using the series may wish to substitute and from which he may wish to assign additional reading.

Quad tapes or kines of typical lessons from the course—along with a sample copy of the accompanying study outline—are available for previewing purposes from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

The lesson titles and topics of "Weather and Man":

1. **MAN AND THE WEATHER**—The Environment . . . Man's Response.
2. **STRUCTURE AND COMPOSITION OF THE ATMOSPHERE**—Composition . . . Structure.
3. **REASONS FOR THE SEASONS**—The Sun . . . Utilization of Energy by Earth.
4. **WATER IN THE AIR**—Disposition of Water . . . Properties of Water . . . Measuring Water in Air . . . Changes in Form of Water.
5. **BEHAVIOR OF AIR AS A GAS**—Properties of Air as a Gas . . . Stability.
6. **CLOUDS**—How Clouds Form . . . Properties of Clouds . . . Classification . . . Man-Made Clouds.
7. **PRECIPITATION**—Warm Clouds . . . Cold Clouds . . . Effects of Stability . . . Areal Distribution.
8. **OBSERVING PRECIPITATION, PRESSURE AND TEMPERATURE**—Precipitation Amount and Rate . . . Pressure . . . Temperature.
9. **ELECTRONIC WEATHER WATCHERS**—Radar . . . Radiosonde . . . Satellites . . . Data Handling.
10. **AIR MOTION**—The Energy Source . . . Local Circulations . . . Quantitative Relationships . . . Gustiness.
11. **ATMOSPHERIC CIRCULATION**—Large Scale Drive . . . Coriolis Force . . . Vertical Motions.
12. **AIR MASSES AND FRONTS**—Global Weather Patterns . . . Air Masses . . . Fronts . . . Wave Cyclones . . . Weather with Fronts and Cyclones.
13. **ANATOMY OF A HURRICANE**—Energy Sources . . . Structure . . . Life Cycle . . . Damage.
14. **THUNDERSTORMS AND ATMOSPHERIC ELECTRICITY**—Thunderstorms . . . Electricity.
15. **TORNADOES**—Formation . . . Occurrence . . . Characteristics . . . Prediction.
16. **AIR POLLUTION AND FOG**—Where Aggravated . . . Sources of Pollution . . . Removal of Pollution . . . Effects of Air Pollution . . . Formation of Fog . . . Removal of Fog.
17. **OPTICAL PHENOMENA**—Rainbows . . . Halos . . . Corona . . . Mirages . . . Sky Color and Shape . . . Aurora.
18. **CLIMATOLOGY**—Global Contrasts . . . Controls . . . Changes . . . Data.
19. **MAKING A WEATHER FORECAST**—Weather Lore . . . Data Collection . . . The Weather Map . . . The Forecast.
20. **WEATHER CONTROL**—History . . . Scientific Basis . . . Prospects . . . Social and Political Implications.

REFERENCE READING

Battan, Louis J., **Cloud Physics and Cloud Seeding.** Anchor Books—Doubleday & Co., Inc., Garden City, New York, 1962.

Battan, Louis J., **The Nature of Violent Storms.** Anchor Books—Doubleday & Co., Inc., Garden City, New York, 1961.

Hare, F. K. **The Restless Atmosphere.** Harper & Row, Publishers, New York, 1961.

Lehr, Paul E., Burnett, R. Will, and Zim, Herbert S., **Weather.** Golden Press, New York, 1957 (13th Printing, 1964).

Orr, Clyde, Jr., **Between Earth and Space.** Collier Books, New York, 1961.

TV TEACHER CHARLES L. HOSLER is currently Dean of The College of Earth and Mineral Sciences at Pennsylvania State University. A student at Penn State, Bucknell University and Massachusetts Institute of Technology, Dr. Hosler took his Ph.D. in meteorology in 1951 from Penn State. Dr. Hosler has been associated with Penn State since 1948. He currently conducts research and teaches undergraduate and graduate courses in meteorology. Dr. Hosler has served as consultant to three United States Senate Committees and the President's Advisory Committee on Weather Control. He has been an industrial counsultant to several large firms, has published 48 scientific papers in this country and abroad and has delivered more than 400 talks on weather prediction and control to gatherings around the world. During World War II he served in the U.S. Navy as an aerologist and observer in typhoon reconnaissance in the Pacific Asiatic Theatre. As a visiting scientist for the American Meteorological Society, Dr. Hosler has lectured at 30 colleges and universities since 1959.

Produced by

The Pennsylvania State University

SOCIAL SCIENCE

(First General Course)

Thirty, 45-minute lessons
Three Credit Hours

This course deals with the fascinating topic of why man acts, thinks and feels as he does—why he treats his fellow man well or ill, why he thinks clearly or distorts, why he loves, hates, fears and feels guilt or shame.

To gain insight into these provocative matters, this series examines current scientific explanations and knowledge of man's nature and the importance of groups in human behavior. This systematized look at man and his nature draws upon the latest findings of workers in the social science fields of psychology, sociology and anthropology.

Stated objectives of the course are many. The student will increase his understanding of his own behavior and the behavior of others by increasing his conceptual knowledge in the social sciences area and from consequent practice in using this new knowledge through observation and contact.

The viewer will also hopefully increase his ability to make valid judgments about the causes and forms of group phenomena . . . and add to his knowledge in the area of basic concepts underlying social science methodology. He will also develop his ability to recognize and understand different points of view resulting from exposure to different theoretical approaches to social science.

The student will also hopefully develop an appreciation for the need to appraise his own value system in dealing with current social problems and will attain a degree of social sensitivity in recognizing the interrelatedness of the individual with the social scene.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: HUMAN NATURE AND ITS DETERMINANTS

1. Introduction to the Course.
2. Social Science Methods.
3. Psychoanalytic Theory.
4. The theory of the Symbolic Interactionists.
5. Civilization and Discontents.
6. The Culturalists' View of Man; Benedict, Dewey.
7. Cultural Variability.
8. Culture and Personality—The Alorese.
9. Folk-Urban Types.
10. Contrasting Views of Man and Society —Implications.

UNIT II: CONTEMPORARY AMERICAN SOCIETY

11. Changing Technology: Mechanization and Automation.
12. Science and Education.
13. Population: Movements and Growth.
14. Social Class.
15. Social Class Influences.
16. The Open or Closed Society—a Panel.
17. The Changing Family.
18. Changing Groups: Ethnic and Racial.
19. Voluntary Groups.
20. The Roles of Government.

UNIT III: MODERN MAN: ALIENATION—INTEGRATION

21. Disintegrative Forces in Modern Society.
22. Alienation in Modern Man: Delinquency.
23. Alienation: The Industrial Worker.
24. Alienation: Youth and the Aged.
25. Integrative Forces.
26. The Democratic Value of Equality.
27. Theories of Prejudice and Discrimination.
28. Discrimination: The Target Groups.
29. The Legal Attack on Discrimination.
30. Action Groups: A Summary Panel.

TV Teacher: Francis Gaul

TEXTBOOKS:

Weinberg, Meyer, & Oscar Shabat. Society and Man, **2nd edition, 1965. Prentice-Hall, Inc.**

Du Bois, Cora. People of Alor, **Vol. I. Harper Torch Books, Harper & Row**

Benedict, Ruth. Patterns of Culture. **Mentor Books, New American Library.**

Hall, Calvin. Primer of Freudian Psychology. **Mentor Books, New American Library.**

Vidich, Arthur & Joseph Bensman. Small Town in Mass Society: Class, Power and Religion of Rural Community. **Anchor Books and Anchor Science Study Series, Doubleday & Co., Inc.**

Four Bobbs-Merrill Reprints of articles in the Social Sciences, Nos. S-53, S-81, S-229, S-302.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

SOCIAL SCIENCE

(Second General Course)

Thirty, 45-minute lessons
Three Credit Hours

TV TEACHER LEON NOVAR is an associate professor at Chicago City College on the Wilson Campus. He holds a Ph.D. in International Relations from the University of Chicago and has 13 years of teaching experience. Dr. Novar has an extensive background of study and teaching in modern European history, American history, comparative government, American government, international relations, Russian and Soviet history and politics, Communist history and theory and the modern history and political development of the Middle East. He has taught graduate courses in a number of these subjects at the University of Chicago and University of Illinois. Dr. Novar has also given seminars in political power and organization to labor leader seminars at Roosevelt University in Chicago. In 1952-53 he was the recipient of a Ford Foundation Fellowship for the study of the Middle East and in 1954-55 was a University Fellow at the University of Chicago. Dr. Novar has contributed to four studies dealing with Belorussia, Czechoslovakia, Poland and the Ukraine published in 1955 as the *Human Relations Area Files* (New Haven, Conn.). He has traveled extensively over the United States and logged wartime travel in France, Belgium, the Netherlands and Czechoslovakia.

This course is concerned with the political and economic organization of modern society and the problem of individual freedom.

Underlying the presentation of this course is the following value judgment: those political and economic principles and practices are desirable which maintain or extend the scope of individual freedom; those which limit or diminish the area of individual freedom are undesirable.

In the light of this premise, the Social Science course strives to illuminate the nature and functions of the state and government, examining a variety of points of view and proposals for the political organization of society. Particular attention is paid to the methods of political organization and the problems of maintaining government in a democracy.

Because the political aspects of modern society cannot be studied in isolation, an investigation of the interrelationship between the political and economic aspects receive a good deal of attention throughout the series.

The student-viewer is acquainted with the historical development of the market system of economic organization dominant in Western society. In so doing, the student comes to identify the major problems of the American economy and study them in the context of the political and social objectives of American society.

The following points receive particular stress during the course:

The interrelatedness of all human behavior . . . the need for concreteness in the understanding of the theoretical (theory is always related to reality) . . . the virtue of cosmopolitanism of outlook in the social scientist . . . and the unrelenting demands of relevance (the controversial is explored during the course if it seems relevant).

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: MAN AND HISTORY
1. Approaches Toward An Understanding of the Modern World

UNIT II: THE NATURE OF GOVERNMENT AND THE STATE
2. The Roots of Government
3. The Conduct of Government: Ends and Means

UNIT III: CONFLICTING POLITICAL IDEALS OF TODAY
4. Liberalism, I
5. Liberalism, II
6. Liberalism, III
7. Conservatism, I
8. Conservatism, II
9. Conservatism, III
10. Marxism
11. Soviet Communism
12. The Evolution of Communism

UNIT IV: DEMOCRACY IN THE MODERN WORLD
13. Classical Democratic Theory and Its Critics, I
14. Classical Democratic Theory and Its Critics, II
15. The Limits and Possibilities of Democratic Government

UNIT V: DEMOCRATIC GOVERNMENT IN AMERICA
16. Constitutional Principles of American Government
17. Ideology, Interest Groups and Policies in the United States
18. The Attack on the Supreme Court: A Case Study of Checks and Balances

UNIT VI: THE ECONOMIC ORDER AND THE IDEAS OF THE GREAT ECONOMISTS
19. The Economic Revolution
20. The Laissez Faire Economists
21. Capitalism's Big Critic—Karl Marx
22. Twentieth Century Economists and Modern Capitalism, I
23. Twentieth Century Economists and Modern Capitalism, II
24. Beyond the Economic Revolution

UNIT VII: THE WORLD TRANSFORMED
25 and 26. The Revolutions of Our Time
27. The Emergence of the Non-Western World
28. The Non-Western World: Hopes for the Future

UNIT VIII: THE SHAPE OF THE FUTURE
29. Automation and the Future
30. The Future As History

TEXTBOOKS:

Carr, E. H. The New Society. **Bacon Press, 1951.**

Heilbroner, Robert L. The Worldly Philosophers. **Rev. ed. Simon and Schuster, 1961.**

Hunt, Elgin F. and Karlin, Jules. Society Today and Tomorrow. **Macmillan Company, 1961.**

Lippmann, Walter. The Public Philosophy. New York: New American Library, 1955.

Mendel, Arthur P. (ed.) Essential Works of Marxism. **New York. Bantam Books, 1961.**

Schapiro, J. Salwyn. Liberalism: Its Meaning and History. **Princeton, New Jersey. D. Van Nostrand Company, Inc., 1958.**

Viereck, Peter. Conservatism. **Princeton, New Jersey. D. Van Nostrand Company, Inc., 1956**

Ward, Barbara. The Rich Nations and the Poor Nations **W. W. Norton, 1962.**

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

NATIONAL GOVERNMENT

Thirty, 45-minute lessons
Three Credit Hours

Content of this course revolves about how man behaves as a political animal—and has behaved in the past—in the scheme of American democratic government.

Emphasis is placed on four key elements in political behavior—the way public decisions are made . . . the meaning and the uses of power . . . the nature and the uses of political ideas . . . and the structure and operations of political institutions.

The key point of every lesson in this series revolves about the development in the student of an understanding of principles and concepts used in the field of American political institutions—the vocabulary, the names and background of government leaders and political figures, and the history of American political life and its institutions.

The student is also made to appreciate the role of the individual in national government. Such an objective is a highly important element of this course for the political practices of individuals emphasize the diversity of viewpoints and the reconciliation of positions.

Also fostered in the student is the ability to analyze and interpret data concerning governmental and political affairs . . . and the ability to report in writing his feelings and opinions regarding national governmental problems and political affairs.

Also hopefully instilled in the student is the development of a familiarity with dependable sources of information concerning national political problems . . . and finally—and probably most important—the development in the student of broad and continuing interests in the fields of national governmental concern.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER HARVEY M. KARLEN, in teaching his National Government telecourse, draws upon considerable experience from time spent in Washington, D. C., over the years where he studied governmental processes and personalities in important governmental positions. Professor Karlen took his Ph.D. from the University of Chicago. He has 22 years of teaching experience. Dr. Karlen taught political sciences courses at City College of New York from 1946-1950. He also taught in the Labor Education Divisions of Roosevelt University in Chicago and at Illinois Teachers College, Chicago South, where he conducted various specialized courses for adults and for advanced students. Dr. Karlen has served as political education consultant for the Hotpoint Company and as planning consultant for the Chicago Department of City Planning. He has authored a number of books including: *American Government Essentials.* (Chicago: Courier Pub. Co., 1964); *Politics: What's In it For You.* (Chicago: The Hotpoint Co., 1959); and *The Governments of Chicago* (Chicago: Courier Pub. Co., 1958).

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: DEVELOPMENT OF AMERICAN CONSTITUTIONAL FOUNDATIONS

1. Introduction to the course and to the nature of politics
2. The American problem of political values
3. Colonial political experience
4. The Declaration of Independence and Confederation
5. Making and Ratifying the Constitution
6. The "living" Constitution
7. The development of the Federal system
8. The problems and prospects of Federalism

UNIT II: THE DETERMINATION OF PUBLIC POLICY: THE POPULAR PROCESS

9. Public opinion and public policy
10. Interest groups and the general welfare
11. Party organization and local sovereignty
12. Party organization and local politics
14. Political behavior
15. Issues of the 1964 elections

UNIT III: THE DETERMINATION OF PUBLIC POLICY: THE GOVERNMENTAL PROCESS

16. The Presidency and the governmental system
17. The President and his roles
18. The President and the administration
19. Congress as a formulator of policy
20. The problems of Congressmen in a democratic society
21. The President and Congress in the 1960's
22. An analysis of the November election returns
23. The bureaucracy and its operations

UNIT IV: THE COURTS AND THE JUDICIAL PROCESS

24. Court organization and the judicial function
13. The nominating and electing process
25. Federal courts in the political process
26. Judicial review and popular government
27. Problem of controlling leadership in a democracy
28. Procedural Rights: "Due Process" and "Equal Protection"
29. Civil Rights and the First Amendment
30. Some basic problems of democracy today

TEXTBOOKS:

1. Bone, Hugh and Ranney, A., Politics and Voters: McGraw-Hill, Foundations of Am. Govt. paperback, 1963.
2. Irish, M. O., ed., Continuing Crisis in American Politics: Prentice-Hall, 1963.
3. Peltason, Jack W., Federal Courts in the Political Process: Random House PS 25, 1955 or later edition.
4. Rossiter, Clinton, The American Presidency: Mentor ed. MT 454, 1960 or later.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

The GPNITL Honor Roll

Below are listed the many educational institutions and TV stations using Great Plains telecourses during the 1968-69 school year. Our thanks go to them. Their faith and trust in the ITV library concept is responsible for GPNITL's continuing and effective service to education:

ALABAMA—Huntsville Public Schools; State Department of Education, state network, Montgomery.

ALASKA—Greater Anchorage Area Borough School District—KENI and KTVA; North Star Borough School District—KFAR, Fairbanks.

ARKANSAS—Arkansas ETV Commission (Little Rock)—KETS, Conway.

CALIFORNIA—Fresno Public Schools; Archdiocese of Los Angeles; County of Los Angeles—KCET; San Bernardino County Schools—KVCR; Valley ITV Ass'n—KVIE and KIXE, Sacramento; San Diego Area ITV Authority—KEBS; Bay Area ETV Ass'n—KQED, San Francisco; County of Santa Clara—KTEH, San Jose.

CANADA—Calgary and Region ETV, Calgary, Alberta; Metropolitan Edmonton ETV Ass'n, Edmonton, Alberta; Ontario Dept. of Education, ETV Branch, Toronto, Ontario.

COLORADO—Denver Public Schools—KRMA.

DELAWARE—Delaware ETV Network, Dover.

FLORIDA—ITV Center, Boynton Beach; Alachua County Public Schools—WUFT, Gainesville; Dade County Public Schools—WTHS, Miami; Broward County ITV Center, Fort Lauderdale; Duval County Board of Public Instruction—WJCT, Jacksonville; Mid-Florida ETV—WMFE, Orlando; WSRE, Pensacola; Florida West Coast ETV—WEDU, Tampa; Florida State University—WFSU . . . and State Dept. of Education, both Tallahassee; University of South Florida—WUSF, Tampa.

GEORGIA—Georgia ETV Network, Atlanta.

HAWAII—State Dept. of Education—KHET, Honolulu.

ILLINOIS—Southern Illinois ITV Ass'n—WSIU, Carbondale; Illinois Schools ITV, Inc.—WILL, Champaign; Chicago Area School Television, Inc.—WTTW and WXXW, Chicago; Iowa-Illinois ETV Ass'n—WQAD, Moline; Bradley University, Peoria; Northern Illinois ETV Ass'n—WTVO . . . and Rock Valley College, both Rockford; Office of the Superintendent of Public Instruction, Springfield; Sterling Township High School, Sterling; New Trier Township ITV, Winnetka.

INDIANA—Indiana University, Bloomington.

IOWA—Iowa State University—WOI, Ames; Des Moines Public Schools—KDPS; Wapello County Superintendent of Schools—KTVE, Ottumwa; Area Twelve Elementary TV Committee—KCAU . . . and College Association of Northwest Iowa (KUSD), both Sioux City; Northeastern Iowa ITV Council—(KCRG), Tipton.

KANSAS—Washburn University—KTWU, Topeka.

KENTUCKY—Kentucky Authority for ETV, state network, Lexington; Kentuckiana ETV—WFPK, Louisville; Murray State University, Murray.

LOUISIANA—Louisiana State Hospital TV Network, Baton Rouge; New Orleans Public Schools—WYES.

MASSACHUSETTS—Central Labor Trades Council—WGBX, Boston; Eastern Educational Network, Cambridge (serving Massachusetts, Connecticut, New York, New Hampshire, Maine, Pennsylvania, District of Columbia . . . and other states).

MICHIGAN—Alpena Public Schools; Blue Shield of Michigan—WTVS, Detroit; Detroit Public Schools; Archdiocese of Detroit; Northern Michigan University—WNMU, Marquette; Central Michigan ETV Council—WCMU, Mt. Pleasant.

MISSOURI—Stephens College . . . and University of Missouri, both Columbia; Kansas City Public Schools—KCSD; KETC, St. Louis.

NEBRASKA—Central City Public Schools; Nebraska Council for ETV—both KUON and state network, Lincoln; Metropolitan Omaha Educational Broadcasting Ass'n . . . and Omaha Public Schools—both KYNE.

NEVADA—Clark County School District, Las Vegas.

NEW HAMPSHIRE—University of New Hampshire—WENH, Durham.

NEW YORK—Southern Cayuga Central School District, Aurora; Catholic Diocese of Brooklyn; ETV Council of Central New York—WCNY, Liverpool; WNDT School TV Service, New York City; State University of New York, Plattsburgh; Mohawk Hudson Council on ETV—WMHT, Schenectady; St. Lawrence Valley ETV Council, Watertown; Archdiocese of New York, Yonkers; Rochester Public Schools.

NORTH CAROLINA—Charlotte-Mecklenburg Schools—WTVI, Charlotte.

NORTH DAKOTA—North Central Council for School TV—KFME, Fargo.

OHIO—Bowling Green State University—WBGU; Greater Cincinnati ETV Foundation—WCET; ETV Ass'n of Metropolitan Cleveland—WVIZ; Ohio Educational Broadcasting, state network, Columbus; Miami University—WMUB, Oxford; Greater Toledo ETV Foundation—WGTE.

OREGON—University of Oregon, Eugene; State Department of Education—KOAP and KOAC, Salem.

PENNSYLVANIA — Northwest Pennsylvania Regional Broadcast Council — WQLN, Erie; Tri-State Instructional Broadcasting Council—WHYY (Philadelphia), Folsom; Lewistown Public Schools; Allegheny Educational Broadcasting Council—WPSX, University Park.

RHODE ISLAND—WSBE/ETV Services, Providence.

SOUTH CAROLINA—South Carolina ETV Center, state network, Columbia.

SOUTH DAKOTA—South Dakota ITV Council, state network, Pierre.

TENNESSEE—Northwestern Tennessee Public School ITV, Martin; Metropolitan Board of Education—WDCN, Nashville.

TEXAS—Southwest Texas ETV Council—KLRN, Austin; Brazosport Independent School District, Freeport; Gulf Region ETV affiliates — KUHT, Houston; McAllen Public Schools; Richardson Independent School District.

UTAH—State Department of Education — KUED and state network.

VERMONT—Vermont ETV, state network, Winooski.

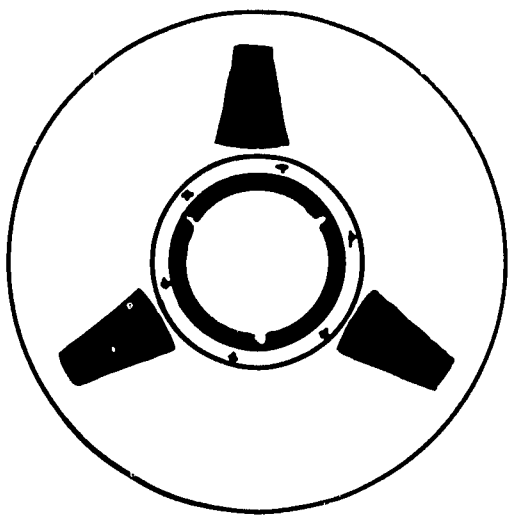
VIRGINIA—Hampton Roads ETV Ass'n—WHRO, Norfolk; Blue Ridge ETV Ass'n—WBRA, Roanoke.

WASHINGTON—Seattle Community College . . . and University of Washington—both KCTS, Seattle; Inland Empire ETV—KSPS, Spokane; Tacoma Public Schools—KTPS.

WISCONSIN—North Eastern Wisconsin In-School TV—WLUK, Green Bay; University of Wisconsin—WHA, Madison; Milwaukee Public Schools—WMVS and WMVT; Archdiocese of Milwakuee.

Many other schools and educational organizations throughout the United States . . . and in a number of foreign countries . . . have used teacher utilization materials and availed themselves of other related services offered by the Great Plains National Instructional Television Library.

VIDEO TAPE RECORDERS



There are many types of video tape recorders in use by educational institutions across the United States . . . and more and different makes and models are continually being introduced into the market.

In order to meet the varied technical needs of its patrons, Great Plains National Instructional Television Library is prepared to duplicate recorded instructional materials to the configurations of several major video tape recorders now on the market — providing proper compatibility determination has been assured by the manufacturer's engineering department.

ALL GPNITL courses are available on standard quadruplex video tape at either 15 inches per second or 7½ i.p.s.—and on tape for playback on the Ampex 660 recorder (helical scan).

And . . through the courtesy of the following-named firms, helical scan recorder models have been placed with GPNITL on an indefinite loan basis for duplication purposes: Concord Electronics Corp. of Los Angeles, Cal., through Heimann Co., Inc., of Minneapolis, Minn. (Concord); Dage-Bell Corp. of Michigan City, Ind. (Dage); Revere-Mincom Division of The 3M Company, St. Paul, Minn. (Wollensak); Ampex Corporation (Ampex); Shibaden Company (Shibaden); Sony Corp. of America through its VTR Division (Sony); and the Panasonic Company (Panasonic).

The specific brands and model numbers now at GPNITL on this loan basis:

Concord VTR 600	**Sony CV 2000**
Dage DV 300	**Sony EV 200**
Wollensak VTR 150	**Sony PV 120 U**
Ampex VR-700	**Panasonic NV 204**
Shibaden SV-700	**Panasonic NV 8100**

All the noted machines have been tested by the manufacturer's engineering departments and compatibility is assured. As new models are introduced into the field, their performance is being evaluated by the Library's engineering department.

Great Plains is grateful for the cooperation exhibited by the above-named firms. Their contribution of equipment is adding immensely to the betterment of education through the television medium.

It should also be noted that because of identical deck specifications existing between the recorders noted above and those currently distributed by **General Electric, Raytheon, Apeco, General Precision Laboratories, Sylvania, Packard-Bell, Litton Educational Technology, Diamond Camera** and **RCA,** duplication to these machines is also possible by Great Plains Library.

(NOTE: Although Great Plains telecourses, when leased, are available in all the VTR modes noted above, we hasten to again explain that the "no charge" preview materials are available only on standard quad tape or kinescope.)

A TELECOURSE FOR OUR TIME

Host—John Rugg

from KRMA-TV in Denver

GPNITL's First Video Tape Offering

— SEE PAGE 58 —

GREAT PLAINS NATIONAL INSTRUCTIONAL TELEVISION LIBRARY

UNIVERSITY OF NEBRASKA – WEST STADIUM

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